SECOND PROGRESS REPORT ON THE EFFECTIVENESS OF INTERSEGMENTAL STUDENT PREPARATION PROGRAMS

Alliance for Collaborative Change in Education in School Systems (ACCESS)
California Academic Partnership Program (CAPP)
California Student Opportunity and Access Program (Cal-SOAP)
College Admissions Test Preparation Program (CATPP)
College Readiness Program (CRP)
Early Academic Outreach Program (EAOP)
Mathematics, Engineering, Science Achievement Program (MESA)
Middle College (MC)
University and College Opportunities Program (UCO)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Summary

In Supplemental Language to the 1988-89 Budget Act, the California Legislature directed the California Postsecondary Education Commission to issue three reports on the effectiveness of intersegmental programs that have been designed to improve the preparation of high school students for college -- two preliminary reports by October 1989 and October 1990, and a final report by October 1991

The Commission published the first of the three reports in October 1989 This second report focuses on (1) the effectiveness of each program and its components to the achievement of its objectives and (2) the extent to which these programs function in an integrated and coordinated manner so that they use State resources effectively and efficiently

Based on an analysis of the reports submitted by nine intersegmental student preparation programs, this document offers five recommendations for the final report and these six conclusions

1 The programs have demonstrated their efficacy to enhance the preparation for college of students from backgrounds historically underrepresented in postsecondary education

2 Resources in these programs have been spent efficiently

3 Ample knowledge exists as to the general strategies and specific activities that lead to enhanced preparation for college by all students

4 These programs must be expanded in order to serve a greater proportion of the State's eligible students

5 Ultimately achieving the State's educational equity goals will require systemic enhancement of all schools' capacity to educate all of California's children

6 The analysis of the relationship between program components, activities, and services and student achievement that served as a focus for this report, when refined, has the potential not only of enhancing the efficiency of these programs but also of bringing closer California's achievement of educational equity

The Commission adopted this report at its meeting on October 29, 1990, on recommendation of its Policy Evaluation Committee Additional copies may be obtained from the Publications Office of the Commission at (916) 324-4991 Questions about the substance of the report may be directed to Penny Edgert of the Commission staff at (916) 322-8028

SECOND PROGRESS REPORT ON THE EFFECTIVENESS OF INTERSEGMENTAL STUDENT PREPARATION PROGRAMS

The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act

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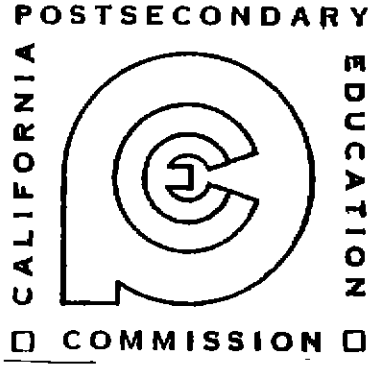

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1 *Conclusions and Recommendations*

Origins of the report

In Supplemental Language to the 1988-89 Budget Act, the California Legislature directed the California Postsecondary Education Commission to issue three reports on the effectiveness of California's intersegmental programs that its schools and colleges have designed to improve the preparation of high school students for college The Legislature asked for two preliminary reports by October 1989 and October 1990 and a final report by October 1991

This is the second of those three reports In the first of the three, the Commission described the philosophy, goals, services, resources, and operation of ten intersegmental programs It concluded that six of the ten that had reported data on participants' achievement were obviously effective in accomplishing their purposes (p 25)

> participation in these programs is associated with enhanced levels of preparation for college, as measured by course completion patterns, college admissions test performance, classroom achievement, and college-going rates

The Commission also found that without the "safety net" of the programs, "the vast majority of the students served by these programs would neither be academically ready for, nor enrolling in, college." It thus stated (ibid)

> From these pilot and experimental programs, the State has gained valuable information about the efficacy, effectiveness, and resource requirements of practices, services, and activities that facilitate or inhibit academic achievement, particularly for those students from backgrounds that constitute an increasingly larger proportion of California learners As such, this experimentation should serve to guide the formation of policy regarding student achievement in general and progress in reaching the State's educational equity goals in particular

In that report, the Commission also recommended that this present report "should focus on identifying those components, activities, and services of the programs that contribute most to students' decisions to prepare for and attend college" and should contain "a profile of these programs in terms of participating schools statewide" so that "policy-makers will be assisted in examining patterns in service delivery and coordination among programs" (p 27)

Conclusions of the report

The Commission has now obtained evaluative data on nine of the programs and has reached the following interim conclusions about them

1. The programs have demonstrated their efficacy to enhance the preparation for college of students from Black, Latino, Native American, rural, and low-income backgrounds -- those groups who historically have been underrepresented in postsecondary education

   For example, the majority of students in the programs are from underrepresented backgrounds, yet proportionally more than eight times as many of these students achieve eligibility to attend California's public universities than students of similar backgrounds statewide and proportionally three times as many of those students achieve eligibility than California's graduating seniors generally -- a majority of whom are from backgrounds in which college attendance is a tradition Moreover, they enroll in college at a rate nearly 50 percent higher than their counterparts from underrepresented backgrounds and 16 percent higher than graduating seniors in general

2 Resources in these programs are spent efficiently Less than 1 percent of the State's schools -- and less than 4 percent of its high schools -- participate in two or more of the nine programs Even in those rare cases, the programs coordinate the delivery of services in a way that enhance their comprehensiveness or increase the

number of students who participate in them Clearly, then, the State's scarce resources dedicated to achieving its educational equity goal of access to college is being spread throughout California in such a way as maximizes the number of schools and students who receive these services

3 These programs have functioned as statewide laboratories to experiment with ways to increase the college enrollment and graduation rates not only of underrepresented groups but of all students The information gleaned from them about general strategies and specific activities that lead to enhanced preparation for college appears to be applicable for California students generally Moreover, given the demographic trends of the State, these efforts are losing their "special" nature, in that they focus on students who now constitute the majority of school-age youth in California As a result, the policy issue facing the State is how best to use the evidence from these programs to accelerate achievement of its educational equity goals generally

4 These programs obviously should be expanded to serve a greater proportion of the State's eligible students In 1988-89, the nine programs served a total of 72,000 students throughout California, but this number represented only 3 6 percent of the State's seventh through twelfth graders and only 9 2 percent of the Black, Latino, and Native American students in those grades

Expanding the programs will require a commitment of additional resources from State, institutional, and private-sector sources. In 1989-90, total funds for these programs from all these sources was $8,227,783 -- or $114 22 for each student served that year Of this amount, the State expended $6,681,421 -- or 0 016 percent of its General Fund revenues and $92 75 per student This amount was slightly more than 2 percent of its per-student expenditure on public K-12 education during the 1988-89 year

Based on these figures, expanding the nine programs to serve even half of California's students from underrepresented backgrounds would cost $44 7 million, of which the State's share would be $36 3 million, or 0 09 percent of its General Fund To serve all underrepresented students would require $72 6 million, but this would be less than 0.2 percent of its General Fund. Given the demonstrated effectiveness of these programs, this investment is not only prudent but necessary if the State is to achieve its goals of educational equity

5 Despite the contribution that these programs are making to meet California's educational equity goals, achieving those goals will require the systemic enhancement of all schools' capacity to educate all of California's children These programs point to effective strategies that should be incorporated into the operation of every school, but by themselves these programs cannot be expected to eliminate the disparity in college enrollment and graduation rates between students from historically underrepresented backgrounds and those from traditionally well-represented backgrounds

6 This report began the process of identifying the components, activities, and services of these programs that contribute most to students' decisions to prepare for and attend college Those program characteristics will be the focus of the third and final report in this series Part Five of this present report describes characteristics of three of the nine programs -- the California Student Opportunity Program (Cal-SOAP), the College Readiness Program, and Mathematics, Engineering, Science Achievement (MESA) -- that are related to increased student preparation These data can provide a basis for further exploration by the other programs of the relationship between their specific components and student achievement That analysis has the potential of not only enhancing their own efficiency but also helping attain California's goal of educational equity at large

Recommendations

In order to respond to the legislative directive that initiated this report, the Commission offers the following five recommendations about activities during the last year of the study in order to guide preparation of the final report in this series

1. **Statewide offices should submit to the Commission by July 1, 1991:**

   - **A summary describing the demographics of the schools in which these programs function;**
   - **A summary describing the characteristics of the students participating in these programs; and**
   - **Evaluative information on the programs for the preceding academic year.**

   (The specific information to be included in these reports has been discussed by the advisory committee to this study, and that committee has agreed in general on their contents Subsequent discussion will resolve the remaining content issues)

2. **Commission staff should convene meetings of program staff to achieve the following outcomes:**

   - **Greater familiarity of program staff with sources of information on the demography and levels of student achievement in schools statewide;**
   - **Greater expertise in assessment among all program staff; and**
   - **Sharing of methods for assessing the effectiveness of program components and developing consistent processes and procedures for those assessments. Among the assessment strategies to be considered are analyses of changes in schoolwide measures of performance, as described in this report.**

3. **Based on the information in this report on the effectiveness of specific program characteristics, staff responsible for these programs should intensify development of procedures to clarify the relation between these characteristics and increased student preparation.**

4. **Statewide staff should provide information on the programs' effectiveness at the project or center level, including comparisons of college participation rates between local projects and the counties in which they are located. Coupled with the analysis of program characteristics, these findings may reveal variations in effectiveness among projects that are valuable for identifying specific program strategies to recommend for statewide replication and the appropriate contexts for such replication.**

5. **Through Assembly Bill 3237 (Chacon, 1990), the Legislature has directed the statewide offices of intersegmental student preparation programs to "develop a strategy for the phased expansion of programs that have been evaluated and found to be successful in improving the rate by which students historically underrepresented in postsecondary education achieve eligibility for and participate in university education." Passage of this legislation has focused greater attention on these programs, and Commission staff should begin efforts to regularize the review of these programs in order that the State can:**

   - **Identify effective strategies that should be incorporated into the instructional and institutional programs of all schools;**
   - **Provide technical assistance to efforts deemed ineffective in order that they may become more effective or else eliminated if positive results are not forthcoming; and**
   - **Support expansion of those effective efforts that should serve more schools and students statewide.**

Organization of the rest of the report

The following sections of this report present the detailed information on which the above conclusions and recommendations rest·

- Part Two offers further facts about the origins of this study,
- Part Three discusses the characteristics of the programs, with particular attention to substantive changes in their functioning over the last year,
- Part Four assesses the extent to which the programs, individually and collectively, are achiev-

ing these objectives and contributing to statewide progress toward educational equity Additionally, it analyzes the extent to which the State's resources allocated to these programs are distributed in a manner that achieves optimal results statewide

- Part Five analyzes the relation between discrete program characteristics and student achievement.
- Finally, the nine appendices consist of two types
  1 Appendix A profiles the programs statewide in terms of their participating schools For each county, it lists (1) both public and private elementary schools participating in any of the programs, (2) all public secondary schools in the State, whether or not they participate in a program, and (3) private secondary schools if they participate in any of these programs
  2. Appendices B through I reproduce the reports submitted by each of the programs, with the report for the College Admissions Test Preparation Program and the University and College Opportunities Program combined as Appendix E

2 *Background of the Study*

OVER THE past decade, California's policy makers and educators have created special programs to facilitate the college enrollment and graduation of high school students -- and particularly those students who are from backgrounds historically underrepresented at the collegiate level, such as from rural, low-income, Black, Latino, or Native American students Often, these programs are intersegmental in nature in that they involve the active cooperation and collaboration of elementary or secondary school and postsecondary educators who combine their resources and expertise in order to achieve the State's educational equity goals These goals were expressed most recently in Assembly Concurrent Resolution 83 (Chacon, 1984) and elaborated on in *The Role of the California Postsecondary Education Commission in Achieving Educational Equity A Declaration of Policy* (California Postsecondary Education Commission, December 1988)

Under specific legislative directives, the Commission has evaluated several of these State-funded programs, including the California Student Opportunity and Access Program (Cal-SOAP) in December 1987, the California Academic Partnership Program (CAPP) in March 1988, and the Mathematics, Engineering, Science Achievement (MESA) Program in January and October 1989 Yet a need has existed to undertake a coordinated assessment of all of these programs for three reasons

1 Due to the dramatic growth anticipated in the number of California public school students from backgrounds historically underrepresented in college, additional resources will be required to expand these programs in addition to encouraging fundamental institutional change if educational equity is to be a reality

2 At all times, but particularly when demands for services are increasing, California's constitutionally set appropriations limit constrains the allocation of State resources, and whenever a shortfall in revenues exists -- as at present in California -- the State needs to allocate funds to those programs and practices that have demonstrated the highest degree of effectiveness and efficiency

3 Because many programs designed to achieve educational equity are yet to be fully institutionalized, their budgetary future remains precarious This situation has produced an instability that keeps them focused on tactics for short-term survival rather than on strategies for long-term policy and program planning

Development of the study

Recognizing the need for a statewide framework to assess the impact of these programs, the Governor and Legislature through the 1988-89 Budget Act directed that

> In cooperation with the statewide offices of the public secondary and postsecondary institutions, the California Postsecondary Education Commission shall develop and implement a strategy to assess the impact of intersegmental programs designed to improve the preparation of secondary school students for college and university study The purposes of the report shall be to identify those programs and institutional activities which are successful and to recommend priorities for future state funding to improve student preparation In preparing this report, the Commission shall utilize data gathered by the statewide offices based on an evaluation framework developed cooperatively by the Commission and statewide office staff. Prior to December 1, 1988, the Commission shall prepare a list of the programs and institutional efforts to be included in this study, a statement of the specific objectives and the appropriate measures of effectiveness for each program and institutional effort to be reviewed, and a list of the data to be collected and supplied by the statewide offices to the Commission Prior to October 1, 1989, and again the following year, the Commission shall submit a preliminary re-

port on the relative effectiveness of these programs and efforts Prior to October 1, 1991, the Commission shall submit a final report identifying those programs which have been most effective in achieving their objectives and recommending priorities for future state funding to improve student preparation (Item 6420-0011-001)

The Commission intends that this three-year study will achieve myriad purposes

- Evaluate the efficacy of each program in achieving its own objectives,
- Determine the efficiency of these combined efforts in contributing to the achievement of statewide educational equity goals,
- Identify program components that are most effective in improving the preparation for college of secondary school students and, based on this identification, recommend to the State those components and program strategies that appear to be worthy of statewide replication,
- Discern the strengths and weaknesses that the intersegmental character of these programs has on their effectiveness, and
- Examine factors in the school and community context in which these programs function that are most conducive to enhanced college preparation

Reports from the project

In order to accomplish these purposes, the Commission has embarked on a series of four reports

1 As a first step, in cooperation with statewide program representatives, Commission staff developed a prospectus for the study that the Commission discussed at its December 1988 meeting

2 In October 1989, the Commission published its *First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs*, which provided a foundation for subsequent documents in this series by describing in detail the similarities and differences among the programs in terms of their implementation strategies, criteria for selecting participants, demography of their participating schools, characteristics of the students they serve, the nature of their evaluative information, and preliminary data on their efficacy in achieving their goals

3 In this present report, the Commission focuses on two further aspects of the study

- The effectiveness of each program's components to the achievement of its objectives, and
- The extent to which all of these programs function in an integrated and coordinated manner so that they use State resources effectively and efficiently

4 In the final report of this series, scheduled for October 1991, the Commission will provide recommendations to the Legislature and Governor on

- Those program strategies that are demonstrably effective in achieving program goals and that offer the greatest likelihood of contributing to educational equity throughout the State,
- A plan by which effective model programs and components can be expanded and strengthened, and
- Policies and practices that can be adopted by the State to ensure systematic and orderly progress among educational institutions at all levels to hasten preparation for and success in college of all California students, with particular emphasis on those from backgrounds historically underrepresented in postsecondary education

3 *Program Characteristics*

IN COOPERATION with representatives of California's segments of education who are responsible for student preparation programs, the California Postsecondary Education Commission identified the following six characteristics as defining attributes for including particular programs in this study.

- *Goal* The program seeks to increase the number of students who pursue educational opportunities beyond high school rather than to recruit students to a particular system or campus
- *Collaboration.* The program represents a partnership between public schools and postsecondary institutions that supplements, rather than supplants, instruction, counseling, and staff at the school site, with more than one educational institution and usually several campuses from more than one system involved in designing, managing, and implementing the program with direct participation from school staff
- *Administration* The program is administered through statewide offices, but its projects are regionally based and implemented to meet local needs
- *Student participants.* The program may have developed initially as a pilot effort focused on enhancing preparation for and success in college of students from Black, Latino, and Native American backgrounds, but because students from low-income and rural backgrounds of all races and ethnicities are historically underrepresented in postsecondary education, the program includes these students as well
- *Student-centered approach* The program is student-centered in that it seeks to effect changes in student performance directly rather than by enhancing the teaching process As such, it measures its effectiveness in terms of student performance.
- *Secondary-postsecondary movement* Finally, the program functions at the interface between secondary and postsecondary education rather than at transition points within postsecondary education

Based on those characteristics, the Commission initially identified the following ten programs for inclusion in the first report in this series (October 1989)·

1 Alliance for Collaborative Change in Education in School Systems (ACCESS) -- administered by the University of California, Berkeley, and involving that campus and the Oakland and San Francisco public school districts,

2 California Academic Partnership Program (CAPP) -- administered by the California State University and including 15 school districts, all public systems of education and three independent colleges and universities in the State,

3 California Student Opportunity and Access Program (Cal-SOAP) -- administered by the California Student Aid Commission and involving 33 school districts, all public systems of education, and independent colleges and universities;

4 College Admissions Test Preparation Pilot Program (CATPP) -- administered by the California Department of Education and involving 11 school districts and the public university systems,

5 College Readiness Program (CRP) -- administered by the California State University and the California Department of Education and including 12 school districts and five State University campuses,

6. Early Academic Outreach Program -- administered by the University of California and involving 176 school districts and the University's eight general campuses,

7 Expanded Curriculum Consultant Project -- administered by the California Department of Education and including four school districts and the public postsecondary systems,

8 Mathematics, Engineering, Science Achievement (MESA) -- administered by the University of California, Berkeley, and involving 72 school districts, the State's two public university systems, and four independent colleges and universities,

9 Middle College -- administered by the California Community Colleges and involving two school districts and two community colleges, and

10 University and College Opportunities -- administered by the California Department of Education and involving nine school districts and public colleges and universities

Subsequent to that report, the California Department of Education asked that the seventh of these programs -- the Expanded Curriculum Consultant Project -- no longer be included in the study because it focuses more on the processes of accreditation and joint review than directly on student achievement

In addition, the legislation authorizing the fourth program -- the College Admissions Test Preparation Pilot Program (CATPP) -- expired on June 30, 1988, and thus CATPP no longer exists, although several former CATPP projects continue to operate because of an infusion of local school district funds The California Department of Education sought to continue State funding for CATPP through legislative action, but the Legislature never resolved the issue of the funding source for the program -- specifically whether or not to allocate funds protected by Proposition 98 Therefore, while this report includes information from the final year of CATPP's operation in order to provide insight about both its effectiveness and the extent to which strategies developed through it can improve student preparation programs in general, CATPP will not be a focus of next year's report from this study

Three types of programs have been omitted from this report because they do not meet the criteria described above The omission of these types of programs related only to their specific action focus not to any judgment about their efficacy These types of programs are·

1 Programs that are intersegmental in nature but not specifically designed to improve the preparation of secondary school students for college, although they may contribute indirectly to that goal Among the intersegmental programs excluded from this study are teacher-centered programs, such as, the California Mathematics Project, the California Writing Project, New Teacher Retention in Inner City Schools, Teacher Institute Program, Curriculum Institutes, and the utilization of information on secondary schools for planning and implementing access efforts by the postsecondary educational institutions

2 The California Department of Education and local school districts administer programs and institute practices that contribute to the preparation of students for college However, because they are not intersegmental in nature, they have been excluded from this study Among those programs and practices are the Demonstration Programs in Reading and Mathematics and the Performance Reports for California Schools, both implemented by the Department of Education

3 Programs that function at the interface between community colleges and baccalaureate-granting institutions have been omitted because the focus of the study is on pre-collegiate preparation of students As a consequence, Transfer Centers and the Puente Program are not included in this study

Operation of the programs during the past year

In the first progress report in this series, the Commission described in detail the extensive differences among the programs in terms of their mission and operation As the Commission indicated in that document, the nine programs differ in terms of their philosophy, approach to implementation, flexibility to adapt program components to meet local needs, and anticipated length of commitment to a particular school site Displays 1 and 2 on pages 10 through 13, which summarize the major characteristics of nine of the programs and the differences among them, have been modified from last year's report to reflect developments in them during the 1989-90 year, and the following paragraphs focus on

particularly significant changes in them since the first report

Changes in operation

Substantive changes from 1987-88 that are evident in Displays 1 and 2 are.

1 The California Student Opportunity and Access Program (Cal-SOAP) and Mathematics, Engineering, Science Achievement (MESA) increased the number of participating school districts and postsecondary institutions

2 State resources totaling $6,681,421 funded these programs during 1989-90 This represents a decrease from 1988-89 of $1,430,000, or approximately 18 percent, for the nine programs included in both reports Two reasons account for this decrease

- As noted earlier, the legislation creating the California Admissions Test Preparation Pilot Program (CATPP) expired on June 30, 1988, and therefore no State resources were allocated to continue it during the subsequent year, and
- The California Academic Partnership Program, the Early Academic Outreach Program, and Mathematics, Engineering, Science Achievement (MESA) revised their allocation formulae between the two years, resulting in differences of an accounting nature in the way that they reported their resource figures to the Commission

As a consequence, the comparison between the two years reflects both a diminution of State support for the programs and changes in accounting procedures within them

3 The only program that received a substantive infusion of State funds over the last year was Middle College, which received State support for its first year of implementation

4 Institutional and private resources increased by 38 percent, or $1,546,362, between 1988-89 and 1989-90 for the eight programs that existed in both years Again, two reasons account for this increase.

- The change in accounting procedures discussed above with respect to the Early Academic Outreach Program inflated the magnitude of the increase, but
- Three programs garnered substantive increases in institutional and private support -- the Alliance for Collaborative Change in Education in School Systems, the California Academic Partnership Program, and Mathematics, Engineering, Science Achievement

Secondary school participation in the programs

Because resources are limited, program staff select schools in which to provide services based on four general criteria

- Willingness of the school administrator to commit the school to participate in the program,
- A sufficient number of students from historically underrepresented backgrounds to serve them cost-effectively,
- Proximity of the school to an intersegmental project or center site, and
- Judgment that the program will enhance the school's educational opportunities -- a judgment based on knowledge that the schools does not participate in other student preparation programs or that the program will make more services available to students through coordination with other programs already there

Display 3 on page 15 summarizes information from the California Basic Education Data System (CBEDS) for 1988-89 on the demography of the schools served by the programs in terms of ethnic/racial composition of their student bodies, graduating classes, and college preparatory mathematics and science courses as well as estimates of the socioeconomic status of their student bodies This display indicates that

- The programs reported a total of 1,086 elementary, middle, junior, and senior high schools as participating institutions during 1988-89 Because some schools participate in more than one program, this figure is not an unduplicated count. Instead, according to the analysis presented in Part Four, 698 individual schools participated in these programs this year

DISPLAY 1 Major Characteristics of the Nine Programs

	Alliance for Collaborative Change in Education in School Systems **ACCESS**	California Academic Partnership Program **CAPP**	California Student Opportunity and Access Program **Cal-SOAP**	College Admissions Test Preparation Pilot Program **CATPP**
Program Impetus	**Initiative of Berkeley's Chancellor to strengthen capacity of neighboring secondary schools to prepare underrepresented students for college (1980).**	**Assembly Bill 2398 (Hughes, 1984).**	**Assembly Bill 507 (Fazio, 1978).**	**Assembly Bill 2321 (Tanner, 1985) that expired June 30, 1988. Many of these projects have continued with funds allocated to the schools directly.**
Program Mission*	**Assist schools to engage in a school-based change process leading to curriculum, instructional, and organizational reforms that strengthen their math, English, and counseling programs.**	**Foster partnerships between school districts, colleges, and universities to improve learning, academic preparation, and access for middle and high school students to earn baccalaureate degrees.**	**Improve and increase the accessibility of postsecondary education to secondary school students.**	**Assist individual students to complete college preparatory course patterns at a high level of performance and fulfill college admissions test requirements.**
Program Strategies to Fulfill Mission	• **Coordinated planning, staff, curriculum, and organizational development, and implementation support for teachers, counselors, and administrators.** • **Direct support for students.**	• **Offers grants to develop projects bringing together teams of faculty from schools and colleges to enhance curricular and instructional processes around academic subject areas.** • **Provides services to students in order that they can benefit from these enhancements.**	**Through a consortial approach requiring matching funds.** • **Serves as a clearinghouse for educational information** • **Provides academic support for students** • **Supplements the schools' counseling function.**	**Provides direct services to students in the form of:** • **Preparation for college admissions tests** • **Academic support** • **Advisement** • **Parent education.**
Program Structure	**Adaptive to school site needs**	**Each project developed on the basis of a local needs assessment as part of the proposal process.**	**Each consortium designs services on the basis of local needs**	**Through a one-time proposal process, projects structured services around local needs.**
Duration at a School Site	**Continuous.**	**Generally three years.**	**Continuous, if funded each three-year cycle.**	**Three years.**
Potential Length of Time with a Student	**Seven years (Grades 6 through 12)**	**Possibly three years; most likely two years.**	**Possibly six years; most likely two or three.**	**Possibly three years; most likely one year.**

* Except where indicated otherwise, students referred to in program missions are those from Black, Latino, Native

Source California Postsecondary Education Commission staff analysis of Appendices B through I

College Readiness Program **CRP**	Early Academic Outreach Program **EAOP**	Mathematics, Engineering, Science Achievement **MESA**	Middle College **MC**	University and College Opportunities Program **UCO**
Address under-preparation of Black and Latino middle school students to enroll in college preparatory math and English courses (1986).	**To significantly increase the low rates at which Black, Latino, and Native American students are eligible to attend the University (1975).**	**Concern among educators about the small number of Black and Mexican-American engineering graduates (1970).**	**Replication of the successful model of Middle College developed and implemented by La Guardia Community College in New York (1988)**	**Encourage schools to focus on preparing Black and Latino students for college (1978).**
Raise interest level and competence in math and English of Black and Latino middle school students in order to enable them to qualify for college preparatory math and English courses in high school.	**Assist individual students to enroll and complete a college preparatory course of study leading to eligibility for the University.**	**To develop academic and leadership skills, raise educational expectations, and instill confidence in students from backgrounds historically underrepresented in Engineering, Physical Science, and other math-based fields in order to increase the number of these students who graduate with a baccalaureate degree.**	**Reduce the number of high-risk students with college potential who leave secondary school without a diploma.**	**Authorizes local initiatives to improve access to postsecondary education for students from underrepresented backgrounds.**
Employs college students to serve as educational interns to assist students on a small-group basis to master mathematics and English skills and enhance motivation for college on the part of students and parents.	**Strengthens the knowledge about, and motivation and preparation for, postsecondary education through individual and group activities with students, parents and schools.**	**With substantial support from the private sector, provides a set of student-centered activities designed to motivate and prepare students for math-based fields.**	**Through contributions from both participants, the college merges strengths from both institutions by its location on a community college campus with instruction by school district faculty.**	**Coordinates resources at school sites to provide direct services to students.**
Programs are generally similar across the State	**Program structure is generally the same across University of California campuses.**	**Centers adapt to meet local needs, although the components are similar.**	**The structure at each site will be a replica of the La Guardia model.**	**Each project adapts to meet local needs.**
Continuous.	**Continuous.**	**Continuous.**	**Continuous.**	**Continuous.**
Possibly three years; most likely two years.	**Possibly six years (Grades 7 through 12).**	**Possibly six years (Grades 7 through 12).**	**Possibly three years.**	**Possibly six years (Grades 7 through 12); likely 3 years.**

American, and low-income backgrounds

DISPLAY 2 *Operation of the Nine Programs During 1989-90*

	Alliance for Collaborative Change in Education in School Systems **ACCESS**	California Academic Partnership Program **CAPP**	California Student Opportunity and Access Program **Cal-SOAP**	College Admissions Test Preparation Pilot Program **CATPP**
Administrative Agency	**University of California, Berkeley**	**The California State University, with advice from a Statewide Intersegmental Advisory Board.**	**California Student Aid Commission, with advice from a Statewide Intersegmental Advisory Board and local advisory boards for each project.**	**California Department of Education. The statutory authority for the program expired on June 30, 1988, although many of the projects have continued with school funds.**
Institutional Participants	**Oakland and San Francisco school districts; University of California, Berkeley**	**15 school districts, 6 CCC campuses; 6 CSU campuses; 3 UC campuses; and 3 independent institutions represented in 10 local projects.**	**33 school districts, 23 CCC campuses; 12 CSU campuses; 7 UC campuses, and 12 independent institutions represented in 6 local consortia.**	**11 school districts; 10 CSU campuses; 8 UC campuses represented in 9 local projects.**
Program Objectives*	**To strengthen schools' capacity to prepare students for college as indicated by improvements in: A-F course completion and college eligibility rates; performance on standardized tests; curriculum, instruction, standards, counseling, expectations, leadership, and organization.**	**To improve secondary school curriculum and the ability of students to benefit from these improvements. (The voluntary assessment program component of CAPP will not be included in this study because its goals are not specifically student-centered).**	**To improve the flow of information about postsecondary educational opportunities in order to increase enrollment in postsecondary education.** **To raise the achievement levels in order to increase enrollment in postsecondary education.**	**To increase the number of students who take admissions tests.** **To improve performance on college admissions tests.** **To increase the number of students who enroll in public postsecondary education.**
Service Components	**Curriculum planning and development support.** **Direct student support: tutoring, academic/college advising, in-class instruction.** **Site-based staff development and implementation support.**	**Advisement.** **Articulation.** **Campus visits.** **Curriculum development and implementation.** **Parent involvement.** **Summer programs** **Teacher in-service.** **Tutoring.**	**Advisement.** **Assistance with the college application process.** **Campus visits.** **Skill development classes.** **Summer residential programs.** **Test preparation workshops.** **Tutoring.**	**Assistance with the college application process.** **Parent meetings.** **Support services.** **Test preparation workshops.** **Tutoring.**
Resources				
State	**$0**	**$900,500**	**$577,000**	**$0**
Institutional	**$900,000 ****	**$1,122,689**	**$976,581**	**$0**
Private	**$400,000 *****	**$97,934**	**0**	**$0**
Total	**$1,300,000**	**$2,121,123**	**$1,553,581**	**$0**

* Except where indicated otherwise, students referred to in program objectives are those from Black, Latino, Native American,

** Oakland and San Francisco School Districts

*** University of California, Berkeley, Educational Fees

Source California Postsecondary Education Commission analysis of Appendices B through I

College Readiness Program CRP	Early Academic Outreach Program EAOP	Mathematics, Engineering, Science Achievement MESA	Middle College MC	University and College Opportunities Program UCO
The California State University and the California Department of Education.	University of California.	University of California, Berkeley, with advice from a statewide intersegmental advisory board and local advisory boards for each center	California Community Colleges.	California Department of Education.
12 school districts; 5 CSU campuses.	176 school districts; 8 UC campuses.	72 school districts; 12 CSU campuses; 2 UC campuses, and 4 independent institutions represented in 18 project centers.	2 school districts; 2 community colleges.	9 school districts; Local colleges and universities.
To increase enrollment of Black and Latino students in the ninth grade in algebra and college preparatory English courses. To improve student preparation and parent motivation and awareness of college.	To increase the pool of students eligible for admission to four-year postsecondary institutions.	To increase the number of students from historically underrepresented backgrounds in math-based fields in college.	To increase the number of high risk students who earn high school diplomas. To increase the number of high risk students who attend college.	To improve the preparation of elementary and secondary school students for participation in postsecondary education To improve participation of Black and Latino students in college.
CSU campus visits. CSU interns provide academic assistance in math and English. Parental activities. Problem-solving instruction. Workshops on college attendance and financial aid	Academic skills development Information dissemination Motivational development. Participant identification and referral. School change initiatives.	Campus visits. Motivational speeches by individuals from the private sector and postsecondary educational institutions. Participation in science fairs. Skill development classes. Tutoring. Visits to business and industry.	Career Internship experience. Classroom instruction. Counseling. Staff development. Tutoring.	Academic support. Career advisement. College advisement. Parent involvement. Staff development.
$393,748	$3,727,493	$ 712,680	$370,000	0
$121,098	$922,048	$ 530,221	0	NR
0	NR	$ 559,893	0	0
$514,846	$4,649,541	$ 1,802,794	$370,000	NR

rural, and low-income backgrounds

- The programs continue to range in size from the Early Academic Outreach Program, which reached 603 of California's schools, to the College Admissions Test Preparation Pilot Program, the College Readiness Program, and Middle College, each of which functioned at approximately 20 sites during the year Further, the distribution of schools served by these programs varied For example, the College Readiness Program operated in only middle or junior high schools while the California Admissions Test Preparation Pilot Program delivered services primarily in senior high schools
- The programs operate at schools in which the majority of the student population are from backgrounds historically underrepresented in postsecondary education This finding is not surprising, given program goals, and it demonstrates the effectiveness of the school selection process developed by the programs However, there is less evidence that low-income students from rural backgrounds are being served by these programs
- Information from each program confirms other statewide data that Black, Latino, and Native American students are proportionally less likely to graduate, enroll in a college-preparatory course sequence, or enroll in advanced mathematics classes than their Asian and White classmates
- The educational attainment of the parents of students in the programs is remarkably similar across programs In general, slightly more than half of the parents have at least enrolled in college, even if they did not graduate As such, nearly half of these students, if they go to college, will be in the first generation of their families to pursue higher education.
- The participating schools vary considerably in the socioeconomic level of their students, as based on the proportion from homes that receive Aid to Families with Dependent Children (AFDC) funds Those schools that participate in Middle College and the Alliance for Collaborative Change in Education in School Systems -- the two programs that function exclusively in major urban centers -- have the highest percentage of students receiving AFDC funds -- between 33 3 and 40.0 percent In comparison, programs that are larger and more statewide in focus function in schools where between 12 9 and 26 4 percent of the students receive AFDC funds It should be remembered that, in addition to having limited income, there is only one parent in these households -- a double impediment for the educational development of these youth In contrast, only 6 5 percent of California's families receive AFDC, indicating that significantly more students at participating schools are from families on public assistance than students in general.

Student participation in the programs during the last year

Display 4 on page 16 shows that the total number of participants reported by the nine programs this past year was 119,564 -- an increase of 19,286 over 1987-88, or over 19 percent, despite the fact that General Fund revenues decreased by 18 percent during the same period Much of that increase is attributable to expansion of services by the Early Academic Outreach Program to approximately 9,300 more students, or 20 percent, in 1988-89 than in 1987-88

Many students are counted more than once in this figure, since they may participate in activities of more than one program, although the nature of these activities differ among the programs Based on information from Part Four of this report regarding statewide distribution of resources, probably some 72,000 individual students participated in these nine programs in 1988-89 -- or 3 6 percent of the seventh to twelfth graders attending public schools in the State * This figure represents a 6 percent increase over the 1987-88 estimate

Over the last year, the characteristics of students in the programs changed as follows·

- The programs are serving students at an earlier age. For most of them, more of their 1988-89 stu-

* Because the Early Academic Outreach Program (EAOP) is the largest of the nine programs, its 55,714 students served as a base for this unduplicated estimate Other programs were examined to determine if they were serving students in grade levels, school districts, and schools outside of the present scope of EAOP On this basis, approximately 16,323 students were added, for a total unduplicated count of 72,037 students who participated in these programs during the 1988-89 schoolyear

DISPLAY 3 Characteristics of the Secondary Schools Participating in the Nine Programs During 1988-89

	ACCESS	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Total Number of Schools*	30	31	101	22	21	603	224	20	34
Elementary	0	2	1	0	0	42	25	0	0
Middle/Junior High	23	9	21	1	21	226	75	11	0
Senior High	7	20	79	21	0	335	124	9	34
Total School Enrollment	25,819	48,950	148,615	34,108	20,842	765,302	328,565	30,883	65,089
Percent Asian	23.6%	11.7%	11 2%	15.8%	10.1%	12.3%	12.4%	7 6%	22.6%
Percent Black	51.2%	12 2%	18 2%	12.0%	24.2%	13.7%	17.8%	48.5%	26 2%
Percent Latino	16 8%	47.6%	29 3%	35 4%	53.9%	38.0%	42.1%	30.4%	25.4%
Percent Native American	0.5%	1.1%	0.6%	0 6%	0.3%	0.6%	0.8%	0.2%	1.0%
Percent White	7.9%	27.8%	40 7%	36 1%	11 5%	35.3%	26.9%	13.3%	24.8%
Total 1987-88 Graduating Class	2,220	7,507	26,864	7,353	NA	105,515	45,299	2,765	12,152
Percent Asian	24.1%	15.5%	12.6%	6 8%	NA	14.1%	14.4%	11.6%	23.1%
Percent Black	54.0%	13.0%	16 6%	12.4%	NA	12.9%	15.9%	47.5%	27 0%
Percent Latino	11.1%	30.2%	21 3%	26 9%	NA	25.7%	34.2%	18.3%	19.0%
Percent Native American	0.3%	1.1%	0.5%	0 6%	NA	0.5%	0.6%	0.3%	0.8%
Percent White	%	40.2%	49 1%	43 4%	NA	46.7%	35 0%	22 3%	30.1%
Total 1987-88 Graduates with College Preparatory "A-F" Courses	560	2,355	7,704	1,957	NA	33,366	13,917	588	3,434
Percent Asian	42.3%	21.5%	17.4%	24.4%	NA	20.8%	23 2%	23 5%	31.6%
Percent Black	30.9%	8.5%	12.2%	8 5%	NA	9.6%	12.4%	34.4%	19.9%
Percent Latino	6.8%	18.3%	17.0%	20 0%	NA	18.0%	24 7%	10.4%	13.6%
Percent Native American	0.0%	1.9%	0 4%	0 5%	NA	0.4%	0 4%	0 2%	0.5%
Percent White	20.0%	49 8%	53.1%	46.6%	NA	51.3%	39.2%	31 6%	34.4%
Total Enrollment in College Preparatory Mathematics Courses	958	2,438	10,984	2,487	NA	39,161	16,887	803	4,946
Percent Asian	57.3%	30 8%	29.0%	30 4%	NA	32.2%	34.2%	25 3%	52.0%
Percent Black	25.5%	8.0%	8.9%	6 9%	NA	6.7%	9 8%	40.1%	13.3%
Percent Latino	6.2%	17 9%	12 6%	13 2%	NA	15.3%	21 8%	19 6%	9.5%
Percent Native American	0.0%	0.9%	0.3%	0 3%	NA	0.4%	0 4%	0.0%	0.3%
Percent White	11.1%	42.3%	49 2%	49.3%	NA	45.4%	33.8%	15.1%	24.9%
Socioeconomic Status									
Mean Parental Educational Level**	2.69	2.68	2.95	2 83	2.32	2.75	2.61	2.65	2 89
Percent of Students on AFDC	36.6%	14 4%	15.3%	12.9%	26 4%	16.8%	19.0%	41.7%	26.4%

* School level as determined by California Basic Educational Database System (CBEDS) Normally, elementary school includes Grades 1-6, middle or junior high school includes grades 7-8, and, possibly, 9; senior high school includes Grades 10-12 and may include ninth grade.

**1 Non-High School Graduate, 2 High School Graduate, 3 Some College, 4 Bachelor's Degree; 5 Advanced Degree

Source California Postsecondary Education Commission, from California Basic Educational Database System (CBEDS)

DISPLAY 4 Characteristics of the Students in the Nine Programs in 1988-89

	Alliance for Collaborative Change in Education in School Systems **ACCESS**	California Academic Partnership Program **CAPP**	California Student Opportunity and Access Program **Cal-SOAP**	College Admissions Test Preparation Pilot Program **CATPP**
Criteria for Student Selection	**All students enrolled in college preparatory math and/or English classes at sites receiving assistance for teachers, counselors, and administrators.**	**Students enrolled in pre-college or college preparatory courses in English, math, science, social sciences, or foreign language**	**Students who are interested in pursuing postsecondary educational goals and can benefit from program services.**	**Students generally in the middle range of achievement who have been recommended by a teacher for participation.**
Definition of "Served" Student	**Students whose teachers participate in ongoing curriculum development and classroom-based staff development activities.**	**Students receiving direct services from the project in terms of its activity components.**	**Students participating in at least two individual advisement sessions or two academic support sessions, or a combination of both.**	**Students who participate in any program activity.**
Number of Students	**7,603**	**9,095**	**28,130**	**3,080**
Grade Level				
Below Seventh	**22.4%**	**0.6%**	**0.6%**	**0.0%**
Seventh	**28.1%**	**7.5%**	**5.6%**	**0.0%**
Eighth	**27.8%**	**11.0%**	**11.8%**	**0.0%**
Ninth	**6 7%**	**27 5%**	**7.3%**	**26.0%**
Tenth	**4 7%**	**19.2%**	**11.0%**	**27.0%**
Eleventh	**4 8%**	**19.1%**	**26.0%**	**25.0%**
Twelfth	**5 6%**	**15.1%**	**30.0%**	**21.0%**
Other	**0.0%**	**0.0%**	**7.3%**	**0.0%**
Racial/Ethnic Background	**Unavailable, but percentages should reflect schoolwide figures in Display 3.**			
Asian		**14.0%**	**9.3%**	**15.0%**
Black		**10.9%**	**27.2%**	**20.0%**
Latino		**42 0%**	**45.0%**	**51.0%**
Native American		**1.4%**	**1.7%**	**1.0%**
White		**28.4%**	**7.7%**	**13.0%**
Other		**3.3%**	**9.1%**	**0.0%**
Gender				
Female	**49.7%**	**54.4%**	**51.0%**	**58.0%**
Male	**50.3%**	**45 6%**	**49.0%**	**42.0%**
Socioeconomic Status of the Household*	**$36,140**	**Mean Parental Education Index = 2.45****	**$33,838**	**$35,622**
		Percent of student participants whose families are on AFDC = 14.9%		

NR = Not reported *Except for CAPP, the figures in the row represent the mean household income of program participants

**High school graduate, with some but not much college attendance Source California Postsecondary Education Commission

College Readiness Program **CRP**	Early Academic Outreach Program **EAOP**	Mathematics, Engineering, Science Achievement **MESA**	Middle College **MC**	University and College Opportunities Program **UCO**
Black and Hispanic middle grade students achieving at grade level in terms of achievement tests and grades along with teacher recommendations.	**Students in junior high school who have the potential to benefit from services to achieve eligibility and who are willing to take prescribed sequence of courses.**	**Junior High : Students scoring between 40-90 on CTBS, interested in math-based fields, and able to complete algebra in 9th grade.** **Senior High: Students currently enrolled in college preparatory math or science classes, interested in math-based fields, and willing to take A-F course pattern**	**Students with a history of truancy, low academic achievement, and counselor recommendation.**	**Grade point average. Teacher nominations. Aspirations.**
Students receiving direct services from program components.	**Students who have individual contact with the program at least three times per year.**	**Students who regularly attend MESA activities, maintain minimum grade-point average, and enroll in prescribed courses.**	**Students who participate in Middle College full-time.**	**Students who participate in any program activity**
940	**55,714**	**7,782**	**113**	**7,107**
6.0%	**0.0%**	**5.7%**	**0.0%**	
42.5%		**12.6%**	**0.0%**	**22.0%**
51.5%	**33.2%**	**16.5%**	**0 0%**	
0 0%		**16.6%**	**50.0%**	**16.0%**
0.0%	**66.8%**	**21.0%**	**50.0%**	**18.0%**
0.0%		**16.5%**	**0 0%**	**21.0%**
0 0%		**11.1%**	**0.0%**	**23.0%**
0 0%	**0.0%**	**0.0%**	**0.0%**	**0.0%**
0 0%	**11.6%**	**0.0%**	**0.0%**	**8.0%**
40.1%	**17.4%**	**32.3%**	**62.0%**	**56.0%**
58.2%	**53.5%**	**62.8%**	**16.0%**	**32.0%**
0.0%	**2.8%**	**5.0%**	**0.0%**	**0.0%**
0.0%	**12.8%**	**0.0%**	**22.0%**	**4.0%**
1.7%	**1 9%**	**0.0%**	**0.0%**	**0.0%**
58.1%	**N/R***	**55.7%**	**57.0%**	**56.0%**
41 9%	**N/R**	**44.3%**	**43.0%**	**44.0%**
$35,490	**$33,929**	**$34,175**	**$30,638**	**$32,228**

analysis of Appendices B through I

dents were in middle and junior high schools than in 1987-88

- Students from Latino backgrounds comprise an increasing proportion of participants -- not a surprising trend, given the demographic changes in the State's school-age population In 1988-89, 29 4 percent of California's high school students were Latino -- a rise of almost 2 percent in only one year
- A smaller percentage of Black students are participating in the programs -- a disturbing trend given their underrepresentation on college campuses throughout the nation

Women continue to constitute the majority of participants in all programs except for the Alliance for Collaborative Change in Education in School Systems (ACCESS), but the ratio of women to men participants remained relatively unchanged from the last year

Last year, the Commission was unable to describe the socioeconomic status of students in the programs, but Display 4 presents at least limited data on their socioeconomic circumstances. This information should be viewed as only a cursory estimate in light of the following caveats

- Except for the California Academic Partnership Program, the programs computed mean household income figures from Census Bureau data on the residential areas in which students participating in the program live The smallest residential unit for which the Bureau publishes income information is a zip-code area, but zip-code areas do not necessarily represent economically homogeneous communities and often consist of quite disparate housing patterns
- Census information has an inherent bias with respect to household income in that the figures represent only those households responding to the census form. Research studies show repeatedly that people from low-income backgrounds are less likely to complete the census form than those of greater affluence
- Income figures represent the mean household income that, particularly for families in lower economic strata, often includes funds from parents, children, extended family members, and resources from government subsidies, such as Aid to Families with Dependent Children Data on household size by zip code, which is unavailable, would greatly enhance the validity of inferences that can be drawn from this analysis.
- While these programs function in schools throughout the State, the majority of students participating in them are city dwellers As such, the household income data in Display 4 may be inflated by an urban standard of living that, in a purely quantitative sense, masks the extent to which participating students live in, and suffer from, poverty and its consequences

Notwithstanding these caveats, the mean household income of participating students is relatively consistent across programs, ranging from a low of $30,638 for Middle College to a high of $36,140 for the Alliance for Collaborative Change in Education in School Systems (ACCESS) In California, the mean household income is approximately $39,000, which indicates that these programs serve a majority of students from households whose income is below average for the State

The evaluation design for the California Academic Partnership Program (CAPP) necessitated describing the socioeconomic status of CAPP participants in other terms than by residential location Staff at each participating CAPP school estimated the parental educational level of students involved in the program and the proportion of students in families receiving Aid to Families with Dependent Children funds As Display 4 indicates, the average CAPP parent is a high school graduate who had not pursued any college education (a mean parental education index of 2 45), as compared to the mean parental educational level of the total school of 2 68 (Display 3) Further, only 14 9 percent of CAPP participants come from households receiving support from Aid to Families with Dependent Children, compared to 15 3 percent of students in the households that comprise the total population of the schools participating in CAPP

Summary

Displays 3 and 4 present a picture of the circumstances in which participants in these programs live and are educated. On the average, participating

students attend schools in which the majority of students are Asian, Black, Latino, or Native American Nearly half of the students at these schools will be first generation college students if they decide to pursue their education beyond high school A significant proportion of the schools' student bodies are recipients of Aid to Families with Dependent Children Further, the majority of program participants are from backgrounds historically underrepresented in college and from households whose income is significantly below the statewide average

It is within this family, school, and community context that these programs strive to achieve their objectives -- the topic of the next section of this report

4 *Program Effectiveness*

FROM the perspective of program evaluation, effectiveness has two components efficacy and efficiency For this study, the Commission defines these two components as follows

- *Efficacy* is the extent to which a program accomplishes its objective and contributes to achieving the State's educational equity goals
- *Efficiency* is the degree to which these programs maximize State resources dedicated to achieving those educational equity goals that are primarily access oriented

Efficacy of the programs

Regarding program efficacy, a statement from the previous report in this series bears repeating (1989, p 19):

> Methodological challenges are inherent in assessing the effectiveness of student-centered programs in a school context Clearly, schools are complex environments of a holistic nature not readily amenable to rigorous scientific experimentation that provides evidence of cause-and-effect relationships Few opportunities or possibilities exist within this complicated maze of interactions to manipulate potentially relevant influences on student outcomes Further, the occasion to manipulate these influences one at a time as required to establish a causal relationship is virtually non-existent As a consequence, definitive attribution of the effects of a program on student behavior is problematic, if not statistically impossible

Nevertheless, inferences concerning program efficacy can be gleaned by examining three factors

1 The extent to which each program met its stated objectives during 1988-89,

2 College-going rates of program participants, compared to that of California's total high school graduating class of 1988, and

3 Changes in performance on a schoolwide basis for those schools participating in the programs

1 Progress in meeting program objectives

The following paragraphs and Displays 5 through 11 on pages 23-29 present information on the extent to which each of seven programs have progressed in meeting its stated objectives, as identified in the Commission's December 1988 *Prospectus for the Evaluation of Intersegmental Student Preparation Programs* The other two programs were excluded from the analysis for these reasons

- The California Academic Partnership Program (CAPP) began its second funding cycle in 1987-88 The staff of the Commission has participated in designing CAPP's multi-year evaluation, which an external evaluator is currently conducting That evaluation, covering CAPP's entire three-year cycle, is not scheduled for completion until January 1991 -- a time sufficient to include the results in the final report in this series
- Middle College completed its first year of implementation in June 1990, and it is therefore focussing on procedural or "formative" issues in its evaluation of the year rather than on final "summative" concerns. That evaluation will be completed by the end of 1990 and data from it will be included in the final report in this series, if appropriate

Alliance for Collaborative Change in Education in School Systems (ACCESS) The academic performance of students in Oakland schools participating in the Alliance has continually improved since its introduction in 1980, particularly with respect to trends in preparatory math course enrollments Students at schools in which the Alliance has been implemented enroll in algebra and subsequent college preparatory mathematics courses earlier in their secondary school careers and, therefore, continue in greater numbers to complete the mathematics requirements for admission to California's

two public university systems With respect to standardized test performance, students in Alliance schools show significant increases in performance on the Math Diagnostic Algebra Readiness and Pre-Calculus tests from 1980 to 1988 as well as on the mathematics section of the Scholastic Aptitude Test (SAT) from 1986 to 1989 These test-score gains are particularly significant, since the number of students from these schools taking the examinations has increased during the same time

Display 5 on the opposite page provides evidence on the effectiveness of the Alliance in terms of change in student performance on a schoolwide level since its inception, particularly on measures related to mathematics competence

California Student Opportunity and Access Program (Cal-SOAP) As Display 6 on page 24 shows, students in Cal-SOAP enroll in higher education at rates higher than those of all students in counties with Cal-SOAP projects, particularly with respect to the University of California The effectiveness of Cal-SOAP in raising the achievement levels of its students does not appear in Display 6 but is discussed in Part Five of this report

College Admissions Test Preparation Pilot Program (CATPP) Preparation for college is higher among students in CATPP than among students statewide on several measures, including college-preparatory course completion rates, high school grade-point averages, eligibility to attend California's public universities, and the proportion of Black and Latino students taking the Scholastic Aptitude Test, as Display 7 on page 25 shows.

College Readiness Program (CRP) Display 8 on page 26 shows the extent to which the College Readiness Program is achieving its objectives by comparing the rates at which its students take college preparatory English and mathematics courses with those of the student body as a whole at schools hosting the program As can be seen, the proportion of recommendations to enroll in college preparatory English and algebra, as well as the actual proportion who complete these courses is higher for students participating in CRP than for students in those schools.

Early Academic Outreach Program The rate at which students in the Early Academic Outreach Program achieve eligibility to attend the University of California is substantially higher than the rate for all students statewide, as Display 9 on page 27 indicates Further, students in each racial-ethnic group who participate in EAOP achieve eligibility to the University at a considerably higher rate than do their counterparts statewide

This display presents remarkable evidence of effectiveness of EAOP Based upon the Commission's 1986 eligibility study, 875 Black graduates statewide would have been eligible to attend the University in 1988. Of the Black graduates of EAOP, 478 were eligible which represents over half the pool that would be expected on the basis of the eligibility study The same figures hold true for Latino graduates, with over half of the estimated number participating in EAOP

Mathematics, Engineering, Science Achievement (MESA) Display 10 on page 28 shows the degree to which MESA is achieving its objectives by contrasting the performance of its students with that of students statewide in terms of course enrollment and fulfillment of test requirements for admission to California's public universities As can be seen, the proportion of MESA students who are prepared for college, as measured by completion of advanced mathematics and science courses in high school and by fulfilling the universities' admission test requirement, is substantially higher than that of all students in the State, and of Black and Latino students in particular

University and College Opportunities Program (UCO) The academic performance of seniors in the University and College Opportunities Program exceeds that of California seniors in general in terms of the percentage taking the Scholastic Aptitude Test and the scores that they earn, as Display 11 on page 29 indicates Further, a greater proportion of UCO students complete the course requirements for admission to a public university in California and are eligible for admission to the California State University than their statewide classmates

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Summarizing the discussion to this point, each of these programs present impressive information on

DISPLAY 5 Progress of the Alliance for Collaborative Change in Education in School Systems (ACCESS) in Meeting Its Objectives

Program Objectives To strengthen schools' capacities to prepare students for college as indicated by improvements in. A-F course completion and college eligibility rates, performance on standardized tests, curriculum, instruction, standards, counseling, expectations, leadership, and organization

Selection Criteria All students enrolled in college preparatory math and/or English classes at sites receiving assistance for teachers, counselors, and administrators

Evidence of Effectiveness

1 Mathematics Course Completion Rates for Black and Latino Students in Eleven Oakland Schools

	1980	1989
Students completing algebra by the end of ninth grade	**7.6%**	**21 6%**
Students completing algebra or geometry by the end of tenth grade	**17.1%**	**27.0%**
Students "on track" to meet University of California and California State University mathematics requirement by graduation	**10.7%**	**23 5%**
Seniors meeting the University of California and California State University mathematics requirement for college eligibility	**1.6%**	**9.6%**

2 Performance on UC/CSU Algebra Readiness Test (ART) in Eleven Intensively-Served Oakland and San Francisco Middle Schools

	1987	1989
Number of students taking Algebra Readiness Test (ART)	**747**	**1,275**
Percent scoring over minimum threshold	**30.1%**	**36 5%**
Percent scoring over high threshold	**10.8%**	**12.9%**

3 Performance on UC/CSU Math Diagnostic Pre-Calculus Test (MDT) in Three Oakland Schools

	1985	1989
Number of students taking Math Diagnostic Pre-Calculus Test (MDT)	**40**	**56**
Mean percent correct	**47.1%**	**59.3%**
Percent scoring over minimum threshold	**45.0%**	**64 3%**
Percent scoring over high threshold	**20.0%**	**33.9%**

4 Performance on Math Scholastic Aptitude Test (SAT) for Students Intensively Served in Three Oakland High Schools

	1986	1989
Number of students taking the Scholastic Aptitude Test (SAT)	**53**	**72**
Mean Math SAT score	**444**	**504**
Percent scoring over 500	**28.0%**	**49.0%**
Percent scoring over 350	**81.0%**	**96 0%**

Source Appendix B report submitted by the Alliance for Collaborative Change in Education in School Systems Program

DISPLAY 6 Progress of the California Student Opportunity and Access Program (Cal-SOAP) in Meeting Its Objectives

Program Objectives:

1 To improve the flow of information about postsecondary educational opportunities in order to increase enrollment in postsecondary education, as measured by comparison with other student populations

Selection Criteria Students who are interested in pursuing postsecondary educational goals and can benefit from program services

Evidence of Effectiveness.

Postsecondary Enrollment Rates for 1988 High School Graduates

Segment of Public Higher Education	Students in Cal-SOAP	Students in Cal-SOAP Counties
University of California	**8.8%**	**7.9%**
The California State University	**10.9%**	**10 4%**
California Community Colleges	**34 7%**	**35.5%**
Total	**54 4%**	**53.8%**

2 To raise the achievement levels of students served by this program, as measured by course performance.

Evidence of Effectiveness. Information on this objective is discussed in Part Five of this report

Source Appendix D report submitted by the California Student Aid Commission

the extent to which its students are preparing to enroll in college In most instances, these students perform substantially better than students in general or in the counties in which the program functions These findings are particularly significant in light of the fact that students in these programs come predominantly from backgrounds historically underrepresented in postsecondary education, while the students at State, county, and school levels that form the comparison groups for these analyses consist of a majority from backgrounds traditionally oriented toward college attendance

2 Postsecondary enrollment rates

The ultimate criterion of effectiveness for these programs is the extent to which their students enroll in and succeed in postsecondary education Although such programs rarely monitor the progress in college of their graduates, four of the nine programs provided information on the college-going rates of their former participants They gathered this information either from postsecondary institutional enrollment records or student reports of their college attendance

DISPLAY 7 *Progress of the College Admissions Test Preparation Program (CATPP) in Meeting Its Objectives*

Program Objectives

1 To increase the number of students who take admissions tests, as measured by changes in college admissions test-taking in participating schools

Selection Criteria Students generally in the middle range of achievement who have been recommended by a teacher for participation

Evidence of Effectiveness

College Admissions Test Involvement of California High School Graduates

	1988-89 Seniors in CATPP	All 1987-88 California Seniors
Number of Seniors Taking the Scholastic Aptitude Test	**45.0%**	**45.0%**
Black and Latino Seniors Taking the Scholastic Aptitude Test	**38.0%**	**18.0%**

2 To improve performance on college admissions tests, as measured by changes in admissions test performance in participating schools

Evidence of Effectiveness

Mean Scholastic Aptitude Test Score

	1988-89 Seniors in CATPP	All 1987-88 California Seniors
Verbal Scholastic Aptitude Test Score	**370**	**424**
Math Scholastic Aptitude Test Score	**443**	**484**

3 To increase the number of students who enroll in public postsecondary education, as measured by changes in "A-F" course enrollment patterns, four-year college eligibility rates, and student motivation

Evidence of Effectiveness

	1988-89 Seniors in CATPP	All 1987-88 California Seniors
Seniors' "A-F" Completion Rates	**78.0%**	**31.0% (1988)**
Seniors' Mean Grade-Point Average	**2.79**	**2.60 (1986)**
Seniors Eligible to Attend the California State University	**46 0%**	**27.5% (1986)**

Source. Appendix E report submitted by the California Department of Education

DISPLAY 8 Progress of the College Readiness Program (CRP) in Meeting Its Objectives

Program Objectives·

1. To increase enrollment of Black and Latino students in algebra and college preparatory English by 30 percent, as measured by ninth grade course enrollments

   Selection Criteria Black and Hispanic middle grade students achieving at grade level in terms of achievement tests and grades along with teacher recommendations

   Evidence of Effectiveness

Recommended Ninth-Grade Course Enrollments for Eighth Graders in Schools Participating in the College Readiness Program (CRP) in 1989

	Eighth Graders in CRP	Eighth Grade School Population
Algebra	**47.0%**	**32.8%**
College Preparatory English	**63.6%**	**40.5%**

Ninth-Grade Course Completion in Schools Participating in the the College Readiness Program in 1989

	CRP Participants	Comparison Group of Academically Similar Students
Algebra	**45.0%**	**39.4%**
College Preparatory English	**62.4%**	**56.5%**

2 To improve student preparation and parent motivation and awareness of college, as measured by pre- and post-program attitude survey

   Evidence of Effectiveness

- **85.0 percent of the student participants reported an increase in their desire to attend college.**
- **64.0 percent of these students reported that the program had helped them learn and understand mathematics better.**
- **61.0 percent of the student participants indicated that the program had improved their self-esteem.**

Source Appendix F report submitted by the California State University

Display 12 on page 29 summarizes these results across all four programs It shows that 64 percent of the students from the four programs who graduated during 1988 enrolled in college that fall, compared to 55 percent of all high school graduates that year and only 44 percent of Black, Latino, and Native American graduates In other words, these students attended college at a rate approximately 16 percent higher than their classmates in general, and nearly 50 percent higher than Black, Latino, and Native American graduates throughout California

DISPLAY 9 Progress of the Early Academic Outreach Program (EAOP) in Meeting Its Objectives

Program Objective To increase the pool of students eligible for admission to four-year postsecondary institutions, as measured by the eligibility rate of program participants to attend the University of California or the California State University

Selection Criteria Students in junior high school who have the potential to benefit from services to achieve eligibility and who are willing to take prescribed sequence of courses

Evidence of Effectiveness

1988 High School Graduates		1986 University of California Eligibility Rates Applied to 1988 High School Graduating Class: Proportion Eligible	Number Eligible	1989 EAOP High School Graduates		1989 EAOP Graduates Eligible for the University of California: Proportion Eligible	Number Eligible
Asian	22,829	32 8%	7,488	Asian	398	49 5%	197
Black	19,444	4 5%	875	Black	1,346	35 5%	478
Filipino	5,957	19 4%	1,156	Filipino	375	50 9%	191
Latino	49,040	5 0%	2,452	Latino	3,176	39 1%	1,242
White	150,376	15 8%	23,759	White	292	30 5%	89
Total	247,646	14 1%	35,730	Total	5,605	39 2%	2,197

Source Appendix G report submitted by the University of California

Display 13 on page 30 compares the enrollment rates of students in each of these programs with the college going rates for all 1988 California public high school graduates This display provides evidence that

- Students participating in each program enroll in college in greater proportions than their classmates statewide In particular, the percentage of students in each of these programs who enroll in public baccalaureate degree-granting institutions is higher than their statewide counterparts Again, this fact is significant as a demonstration of the effectiveness of these programs, but it is especially impressive when recalling that these programs serve students historically underrepresented in postsecondary education, while a majority of the comparison group consists of graduates from backgrounds traditionally oriented to college
- Students in these four programs -- the majority of whom are from backgrounds historically underrepresented in postsecondary education -- enroll in college at a significantly higher rate then do their Black, Latino, and Native American classmates statewide Particularly significant is their higher participation rates in California's public university systems
- The student selection criteria of the programs influence the college-going rates of their students, except in the case of the College Admissions Test Preparation Pilot Program, where data are based on only a small number of graduates from less than half of its projects As Display 4 in Part Two indicated, students selected for Mathematics, Engineering, Science Achievement (MESA) must be enrolled in college preparatory mathematics or science courses and must express an interest in pursuing mathematics-based majors in college The Early Academic Outreach Program selects students in the seventh or eighth grade on the basis of potential and willingness to enroll in the "A-F" sequence of high school courses, while "students who show a lack of interest in meeting these criteria or who do not plan to attend college

DISPLAY 10 Progress of Mathematics, Engineering, Science Achievement (MESA) in Meeting Its Objectives

Program Objective: To increase the number of students from historically underrepresented backgrounds in math-based fields in college, as measured by enrollment in college preparatory mathematics and science courses and enrollment in mathematics-based fields in college

Selection Criteria

- Junior High: Students scoring between 40 and 90 on CTBS, interested in math-based fields, and able to complete algebra in the ninth grade
- Senior High. Students currently enrolled in college preparatory math or science classes, interested in math-based fields, and willing to take A-F course pattern

Evidence of Effectiveness

Public High School Course Enrollment and Completion Rates

		1987 State Enrollment Rates		
	1990 MESA Completion Rates	Total	Black	Latino
Advanced Mathematics	**90.0%**	**14.8%**	**6.8%**	**6.8%**
Chemistry	**88 7%**	**43.1%**	**35.7%**	**29.7%**
Physics	**76.6%**	**17 2%**	**9.8%**	**8.2%**

Scholastic Aptitude Test Participation

		1987 State Participation Rates		
	1989 MESA Completion Rates	Total	Black	Latino
Seniors Taking the SAT	**80.5%**	**50 5%**	**38 5%**	**22.6%**

- **More than 70 percent of MESA's high school seniors enrolled in college in Fall, 1988; the remainder were not located or, in 12 cases, were not in college.**
- **Of those 1988 high school seniors who enrolled as freshmen in college, 56.6 percent declared a math-based major; another 15 percent are expected to declare a math-based major as juniors.**
- **The educational progress of 61.6 percent of the 1983 students who participated in MESA while in high school was monitored throughout their college careers. Of those, 96.5 percent were still enrolled in college or had graduated by 1987**

Source Appendix H report submitted by the Mathematics, Engineering, Science Achievement Statewide Office

DISPLAY 11 Progress of University and College Opportunities (UCO) in Meeting Its Objectives

Program Objective To improve the preparation of elementary and secondary school students for participation in postsecondary education, as measured by changes in college admission test-taking performance and course enrollments at participating schools

Selection Criteria Grade-point average, teacher nominations, and aspirations

Evidence of Effectiveness

College Admissions Test Involvement of California High School Graduates

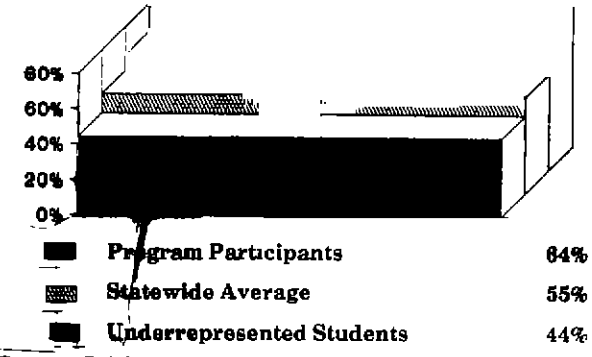
	1988-89 Seniors in UCO	1987-88 California Seniors
Number of seniors taking the Scholastic Aptitude Test (SAT)	**59.9%**	**45.0%**
Black and Latino seniors taking the Scholastic Aptitude Test	**59 0%**	**18 0%**
Percent of seniors scoring above 450 on the SAT Verbal section	**34 0%**	**19 0%**
Percent of seniors scoring above 500 on the SAT Math section	**32.0%**	**20 0%**

High School Course Completion and Eligibility Rates

	1987 88 Seniors in UCO	California Students
Seniors' "A-F" Completion Rate	**51.0%**	**31.0% (1988)**
Seniors eligible to attend the California State University	**38.0%**	**27.5% (1986)**

Source Appendix E report submitted by the California Department of Education

DISPLAY 12 Participation Rates in California Colleges and Universities of Selected Groups of 1988 High School Graduates



Source California Postsecondary Education Commission

are referred to other, more appropriate programs or services" (Appendix G) As a consequence, continuation in this program through high school graduation depends on the stability of a student's plan to attend college, as demonstrated by enrollment in courses preparatory for that plan On the other hand, the criterion for participation in the California Student Opportunity and Access Program (Cal-SOAP) is a student's interest in pursuing postsecondary educational opportunities -- a more general criterion than that used by either Mathematics, Engineering, Science Achievement or the Early Academic Outreach Program Not surprisingly, then, students in Cal-SOAP enroll in four-year colleges and universities at a rate lower than students participating in the Early Academic Outreach Program or Mathematics, Engineering, Science Achievement programs

3 Changes in performance on a schoolwide level

Two programs in this study have focused their anal-

DISPLAY 13 *Postsecondary Enrollment Patterns of Graduates from Four Programs and All California Public High School Graduates in 1988*

California Postsecondary Institutions	1988 State Graduates (N=249,518)	1988 Graduates from Under-represented Backgrounds (N=70,356)*	1988 Cal-SOAP Graduates (N=4,264)	1988 CATPP Graduates (N=97)**	1989 EAOP Graduates (N=4,353)	1988 MESA Graduates (N=577)
University of California	7.1%	4.2%	8.8%	15.0%	24.5%	29 4%
The California State University	10.0%	6.6%	10.9%	36 0%	24 4%	22 3%
California Community Colleges	34.7%	31.6%	34.7%	23 0%	26 6%	4 7%
Total California Public Postsecondary Education	51.8%	42.4%	54.4%	74.0%	75.5%	56 4%
Independent California Institutions	3.3%***	1.8%****	2.6%	6 0%	3.3%	12.2%
Total California Institutions	55.1%	44.2%	57 0%	80.0%	78.8%	68.2%

* Includes Black, Latino, and Native American students

** Represents enrollment of seniors from four of the nine projects

*** This figure includes students enrolled in independent colleges and universities from private as well as public schools in the State.

**** This figure does not include information on Native American students

Source California Postsecondary Education Commission

yses of effectiveness on a schoolwide level, albeit for somewhat different reasons

- The strategy for implementing the Alliance for Collaborative Change in Education in School Systems (ACCESS) is premised on building a total school capacity for change and only secondarily on providing *direct* services to students As such, schoolwide performance measurements and their change over time provide the most relevant evidence of program efficacy for this school-based model
- On the other hand, the California Department of Education -- the administrative agency responsible for the College Admissions Test Preparation Pilot Program (CATPP) -- assesses the efficacy of student-centered programs in terms of their capacity not only to affect participating students directly but also serve as a change agent for the entire school This logic suggests a strategy that calls for the institutionalization of effective student-centered models on a schoolwide basis so that they can ultimately affect the performance of far more students than can be served by any one program or set of programs Flowing from this logic is an assessment methodology based on examining schoolwide performance changes over time

Both these programs have provided information on changes in student performance at their participating schools For the Alliance, schoolwide information appeared in Display 5 on page 23 and was analyzed in the previous discussion Display 14 on page 31 presents evidence of effectiveness of the College Admissions Test Preparation Pilot Program (CATPP) in terms of changes in student performance on a schoolwide level since its implementation

The information in Display 14 reveals that

- Schoolwide performance improved from 1985-86 to 1988-89 on virtually all measures related to college preparation -- lessening of the three-year dropout rate, growth in the percentage of students enrolling in and completing college preparatory courses, increasing number and performance levels of students on the Scholastic Apti-

DISPLAY 14 *Student Performance at Schools Participating in the College Admissions Test Preparation Pilot Program (CATPP) and Statewide in 1985-86 and 1988-89*

Performance Measures	CATPP Schools			Statewide		
	1985-86	1988-89	Percent Change	1985-86	1988-89	Percent Change
Three-Year Dropout Rate	21.9%	15.6%	-28.8%	19.9%*	22 2%	11.6%
Percent of Students Enrolled in A-F Courses	34.9%	43.9%	25.8%	44.0%	45 0%	2.2%
Seniors Completing "A-F" Course Sequence	19.3%	26 2%	35.8%	28.0%	30.3%	8.2%
Percent of Seniors Taking the SAT	30.2%	33.4%	10.6%	44.5%	45.0%	1.1%
Performance of Students on the SAT Mean Combined Scores	859	855	-0.5%	904	908	0.4%
Percent Scoring at Least 450 on the Verbal Section of the SAT	11.4%	13.2%	15.8%	18.1%	18 8%	3.9%
Percent Scoring at Least 500 on the Mathematics Section of the SAT	12.1%	13.2%	9.1%	19.6%	20.4%	4.1%
Percent of Graduates Enrolling at California Public Universities	12.5%	14 6%	16.2%	18.2%	18.3%	0.5%
Grades Earned by Graduates as College Freshmen	2.47	2.46	-0.4%	NA	NA	NA

Source Appendix E report submitted by the California Department of Education

tude Test, and the college-going rates of graduates -- all significant indices of schools preparing students more effectively for college

- These changes at schools participating in the program are particularly noteworthy when compared to the trends during this same time period at the State level On virtually all measures, the changes at the schools participating in the program outstripped those of all schools statewide, although a significant gap remains between these sites and all schools in the State This finding is not surprising, given that the California Department of Education selected as participants projects that indicated their intention to function in schools with high proportions of students from backgrounds historically underrepresented in college

Efficiency of the programs

Since California's colleges and universities began to cooperate with its public schools to prepare students for college, the issue has been raised as to whether these programs, as a set, efficiently manage State resources in an integrated and coordinated fashion Put in other terms, the question is often asked. Are these programs concentrating resources on only a few schools throughout the State and providing the same services to the same students at these schools?

To respond to that question, the first report offered this recommendation (page 27)

> Commission staff, in conjunction with program officers, should prepare a profile of these programs in terms of participating schools statewide. In this way, policy-makers will be assist-

DISPLAY 15 *Distribution of the Nine Intersegmental Student Preparation Programs Throughout California Public and Private Schools in the 1989-90 Year*

Programs at Each Site	Elementary Schools		Secondary Schools		Total Schools	
	Number	Percentage	Number	Percentage	Number	Percentage
None	14,077	99.5%	5,463	88.9%	19,540	96.3%
One	65	0.5	445	7 2	510	2.5
Two	2	0.0	161	2.6	163	0.8
Three	0	0.0	57	0 9	57	0.3
Four	0	0.0	12	0.2	12	0.1
Five	0	0.0	4	0.1	4	0.0
Six	0	0.0	1	0.1	1	0 0
Total	14,144	100.0%	6,143	100.0%	20,287	100.0%

Source Data from Appendix A

ed in examining patterns in service delivery and coordination among programs

Appendix A on pages 45-94 contains that profile Display 15 on page 32 summarizes the information contained in that appendix, and, in conjunction with information presented earlier in this report, it shows the extent to which the State resources allocated to these programs are efficiently distributed throughout California.

At least four major conclusions may be drawn from the evidence about the distribution of programs

1 Of the 20,287 public and private schools in California, 747, or 3 7 percent, of them participated in at least one of these nine intersegmental programs during 1989-90

   - At the elementary school level -- a level only recently invited to become involved in these programs -- less than 1 percent, or 67, of the schools participate
   - At the secondary school level -- middle, junior, and senior high schools -- 11 percent of the schools participate

2 Of the 747 participating schools, 510 of them, or 68 percent, are involved in only one program

3 Of the remaining 237 schools that participate in more than one, 163 of them, or nearly 70 percent, are involved in only two of them In examining the pattern of involvement of these 163 schools, the matrix in Appendix A indicates that, in a majority of cases, they participate in two quite different programs on the one hand, a clearly student-centered program such as the California Student Opportunity and Access Program, the College Admissions Test Preparation Pilot Program, the College Readiness Program, the Early Academic Outreach Program, Mathematics, Engineering, Science Achievement, or the University and College Opportunities Program, and -- on the other -- a curriculum-oriented or total school-change program such as the Alliance for Collaborative Change in Education in School Systems or the California Academic Partnership Program As such, the synergy from these different strategies at these schools creates a comprehensive and mutually complementary approach for serving students

Further, at those schools where two or more programs are functioning, program staff report that a high degree of coordination and cooperation exists among service providers That cooperation may take one or more of the following forms

- Five of the programs -- the Alliance for Collaborative Change in Education in School Systems, the California Student Opportunity and Access Program, the Early Academic Outreach Program, Mathematics, Engineering, Science Achievement, and the University and College Opportunities Program -- report developing a cooperative referral system that matches students with whichever program is most appropriate to their educational aspirations, needs, and achievement level In this manner, a comprehensive set of services are available to the school, with each program contributing to the whole by providing separate services to different students
- At several schools, programs cooperate in delivering common services to students An example of this approach is found in the Berkeley schools where three programs -- Early Academic Outreach, Mathematics, Engineering, Science Achievement, and University and College Opportunities -- are able, by combining their resources, to offer skill development and enrichment classes to over 80 students Without this level of coordination, only one class for fewer than 30 students could be offered
- In some instances, the California Academic Partnership Program (CAPP) -- a competitive grant program that supports financially the development of curriculum-oriented partnerships between schools and postsecondary institutions -- provides the resources for other intersegmental programs, such as the California Student Opportunity and Access Program and Mathematics, Engineering, Science Achievement, to expand their traditional advisement, outreach, and academic support services into the curriculum development area. At these sites, CAPP's involvement with one of these other programs results in a more comprehensive array of service than could be delivered by a single program

4 Finally, the matrix in Appendix A reveals that the 74 schools participating in more than two programs tend to be both large and located in major urban areas with a high proportion of students from backgrounds historically underrepresented in postsecondary education Due to these two characteristics, the likelihood is small that any one program, functioning unilaterally, could efficaciously provide these schools with the level of service they need.

Summary

This analysis shows that these nine intersegmental programs clearly distribute resources in a manner that minimizes the possibility of services at an inefficiently high level of concentration being provided to individual students As such, it indicates that the resources allocated to these programs are being distributed statewide in an efficient manner However, due to budgetary constraints, less than 4 percent of California's schools participate in any of these programs These constraints force program administrators to deliver services to far fewer schools than want to participate or that have student bodies composed of sufficient numbers of Black, Latino, Native American, rural, or low-income students who could benefit from involvement in these programs Moreover, until the relation between program components and student achievement -- the topic of the next section of this report -- is more clearly understood, the Governor, Legislature, and education officials will be hampered in their efforts to accelerate California's rate of progress in achieving its educational equity goals

5 *Effective Program Components*

CLEARLY, the programs in this study have provided evidence of their effectiveness However, as the previous section illustrated, they tend to be assessed at a global or "macro" level and judged from a general, overall perspective Seldom if ever are they examined at the level of their individual components or activities -- a scrutiny that could produce insight into those specific program characteristics that help achieve their objectives of greater student preparation for college Unfortunately, knowledge of a program's general effectiveness provides little tangible guidance for improving existing programs or developing even more effective ones In a sense, then, the Governor, the Legislature, and program administrators have all been in the position of reinventing the wheel a situation that is both counterproductive and cost-inefficient

For the Commission to advance understanding of the specific characteristics of these programs that contribute to their effectiveness, Commission staff consulted with the advisory committee for the study and then requested that the staff of all nine programs develop methods to examine the relation between the components of their programs and student achievement Not all nine programs were able to comply with this request in time for the Commission to include their information in this report, but eight of them have supplied the Commission with plans for such assessments for use in the final report in this series. The exception is Middle College -- the newest of the programs -- for which insufficient time will have passed since its implementation to yield such information

As a result, three positive developments have already emerged from this discussion

1. Statewide program administrators and their project or center directors have agreed on strategies to assess in a detailed manner the relative contribution of individual program components to increased student preparation for college
2 They have also agreed to incorporate procedures into their evaluative design that will provide this information in time for inclusion in the final report in this series
3 In addition, they are discussing and, when appropriate, developing common methodologies for evaluating the effectiveness of specific program components across programs

The Commission anticipates that by the conclusion of the study, these agreements will provide valuable information on the efficacy of individual program activities and a general framework for recommending expansion of the most effective of them

Relation of program components to student achievement

Three of the programs -- the California Student Access and Opportunity Program, the College Readiness Program, and Mathematics, Engineering, Science Achievement -- have already reported preliminary findings on the relation between their program components and student achievement, as the following paragraphs show

California Student Opportunity and Access Program (Cal-SOAP)

By legislative mandate, Cal-SOAP is designed to serve local needs Each of its six projects delivers an unique set of services through a regional consortium of institutions Given this situation, an unitary evaluation design applicable across projects is almost antithetical to both legislative intent and the realities of the program's implementation As a result, the six projects have provided information to the California Student Aid Commission -- the administrative agency for the program -- on the relation between their components and student achievement that is specific to the design of each of them Appendix D contains the specific details of these activities, but Display 16 on pages 36-37 briefly describes the academic support services they offered

DISPLAY 16 *Relations Between Specific Components and Student Achievement for Six Cal-SOAP Projects*

East Bay Project

Description 61 junior high schools attended five weeks of classes during the summer in writing and became familiar with standardized test-taking and the college admission process

Evidence of Effectiveness

Percentage of Students Demonstrating Improvement in Performance During the Summer Program

	New Student	Returning Student
Test Taking Skills	63%	54%
Essay -Test Skills	8%	64%
College and Career Awareness	90%	100%
Algebra Readiness Test Scores	55%	20%
Grade-Point Average	34%	60%

Inland Empire

Description 229 students received tutorial services in English, Mathematics, and ESL for an average of over one hour per week at the school site

Evidence of Effectiveness

Percent of Students Demonstrating Improvement in Their Grade-Point Averages During the Year

B to A	29%
C to B	50%
D to C	20%
Failure	1%

San Diego Project

Description The project provided tutorial assistance at two school sites for 623 students On the average, students received tutoring three to four times weekly in English, mathematics, science, history, and social sciences

Evidence of Effectiveness.

Change in Students' Performance in Specific Courses During the Year

Course	Improved	Remained the Same
English Courses	61%	26%
Mathematics Courses	40%	37%
Science Courses	30%	49%
History/Social Sciences	36%	29%

Students' Perceptions of Change in Class Performance as Related to Participation in the Tutorial Component

Class	Improved	Remained Constant	Decreased	Not Sure
English	48%	33%	9%	9%
Science	34%	24%	9%	32%
Social Science	43%	29%	12%	16%
Mathematics	53%	28%	13%	6%
Pursuing Educational Goals	59%	24%	4%	10%

(continued)

Display 16 (continued)

Santa Barbara Project

Description: Seventy-seven students enrolled for at least one semester in a Learning Center where the focus was on intensive tutorial and motivational enrichment activities

Evidence of Effectiveness
- **The mean grade point average for students improved from 2.33 to 2.40 during their enrollment in the Learning Center course.**
- **58.5 percent of students enrolled in college preparatory math classes after completing the Learning Center course.**

Solano Project

Description This project surveyed students participating in its central services -- individual advisement, tutorials, and campus visitations -- to determine students' perceptions of the various components as related to their achievement in school Results are based upon the responses of 200 randomly selected students participating in the project

Evidence of Effectiveness

Students' Perceptions of Benefit Received from Various Program Components

Components	Very Helpful	Somewhat Helpful	Not Helpful	Harmful	Not Sure
Advisement	**56%**	**32%**	**0%**	**0%**	**12%**
Tutoring	**93**	**7**	**0**	**0**	**0**
Campus Visits	**60**	**31**	**4**	**3**	**3**
College Advisement Workshops	**43**	**39**	**2**	**2**	**14**
Career Workshops	**43**	**35**	**3**	**0**	**19**
Summer Residential Program	**69**	**8**	**0**	**0**	**23**
Newsletter	**52**	**26**	**4**	**0**	**17**
Meeting with College Representatives	**55**	**24**	**7**	**0**	**14**
University of California, Davis, SEAT Visit	**39**	**46**	**0**	**8**	**8**
Field Evaluation Program	**31**	**39**	**8**	**0**	**23**
Financial Aid Workshops	**50**	**33**	**0**	**8**	**8**
Financial Aid Materials	**56**	**28**	**0**	**0**	**16**

South Coast Project

Description Tutorial assistance was received by 536 students at 15 sites in college preparatory subjects As part of the evaluation, the American College Testing Career Planning Program (ACT/CPP) assessment instrument was administered on a pre- and post-test basis to students participating in the tutorial component

Evidence of Effectiveness

- **Improvement in student performance on the ACT/CPP was demonstrated in several areas:**
  1. **A gain of 25.9 percent on the numerical reasoning section;**
  2. **A gain of 32.5 percent on the reading section, and**
  3. **A gain of 52.0 percent on the language usage section.**
- **Overall grade-point averages increased from 2.24 to 2.41 during the year.**
- **Mathematics grade-point averages increased from 2 48 to 2.57 during the year.**

Source Abstracted from reports from each Cal-SOAP project submitted to the California Student Aid Commission.

during 1989-90 and identifies the specific components of these services that influenced student achievement In general, Display 16 indicates that students participating in Cal-SOAP's academic support components not only improved their performance on myriad performance-based measures, including grade-point averages and standardized test scores, but perceived that participating in these academic support activities improved their academic performance

College Readiness Program

In order to examine the relation between its components and student achievement, the College Readiness Program identified two groups of five schools each (1) those five with the greatest proportion of participating students recommended for, and completing, college preparatory English and mathematics courses, and (2) those five with the smallest proportion of such students Display 17 on page 39 describes the nature of the major programmatic components at the schools in which the greatest proportion of students participating in the College Readiness Program were recommended for and completed college preparatory English and mathematics courses.

In summary, the program components that differentiated the most from the least effective schools in terms of student achievement are

- School leadership and commitment to the program,
- Strong and consistent involvement from the school staff,
- The supplementing of the school's instructional program by the project, and
- Parental involvement in the educational lives of their children

Mathematics, Engineering, Science Achievement (MESA)

The Statewide Office of Mathematics, Engineering, Science Achievement (MESA) has undertaken a comprehensive exploration of the relation between program components and student achievement by examining three elements. (1) the frequency with which students participate in various components, (2) student perceptions of the benefits they gained from these activities, and (3) their assessment of changes in their behavior since joining MESA The Statewide Office developed a questionnaire that center directors administered to a 10 percent random sample of participating students Sixty percent of the sample, or approximately 360 students, responded Display 18 on page 40 summarizes the results It describes the relation between the frequency of student participation in specific MESA program components and the benefits derived from their participation in terms of correlation coefficients, which theoretically range from -1 0 to +1 0 A coefficient whose numeric value is 0.5 or above represents a statistically significant association between the two measures being analyzed

Not surprisingly, Display 18 indicates that the extent to which students perceive they benefit from specific program activities relates directly to the frequency with which they participate in that component Moreover, the strength of this relation is statistically significant for the overwhelming majority of MESA activities, with two components -- acquisition of summer jobs related to math-based fields and regularly scheduled MESA courses during the school day -- most strongly associated with frequency of attendance

Display 19 on page 41 shows how students perceive that MESA has influenced their behavior along a number of dimensions It indicates that they view MESA as contributing to positive behavioral changes, particularly by heightening their educational aspirations, enhancing knowledge of career and academic options, and strengthening their sense of the importance of pursuing educational goals in general and excelling in mathematics and science

Less than half of the students reported improvement in their academic performance after joining MESA, but this outcome may be the consequence of MESA's selection criteria, in that students eligible to participate in the program have previously demonstrated evidence of high academic achievement Therefore, many of them may be performing at a level from which there is little opportunity for improvement In those instances, the effectiveness of MESA becomes a function of the help it affords these students in continuing to perform at a high level while enrolling in progressively more rigorous

DISPLAY 17 *Characteristics of Program Components at Effective College Readiness Program Schools*

Program Organization	Tutorial Component	Motivational Component	Parental Component
• Principal is integrally involved and visibly supportive of the project (i.e., visits classrooms, involves interns in staff meetings; selects and supervises staff and teachers; sends congratulatory letters to students and recognizes their participation).	• There is consistent attendance by student interns and students.	• Incentive and disincentive programs exist to encourage students' regular and active participation	• Frequent and extensive communication with parents (i.e , telephone calls, progress reports, printed information).
• Principal monitors the progress of the program.	• Academic content of tutorial program is integrated with the school curriculum focusing on mathematics and writing.	• Motivational materials (i.e., bookcovers, T-shirts, bookstore items) are provided.	• Parents are involved in CRP field trip activities and Saturday college.
• Teaching faculty involved with the program are paid a stipend.	• Training of interns focuses on sensitivity to Black and Latino cultures.	• Field trips are sponsored.	• Parental information is provided in English and Spanish.
• Teaching faculty are supportive of the program.	• Emphasis is placed on pre-algebra and algebra.	• Black and Latino tutors visit eighth grade classrooms to provide motivational talks about the importance of attending college.	• Bilingual speakers are present at the parent meetings.
• District administrators are aware of and support the program.	• Middle school teachers include materials that supplement curriculum provided by CSU interns		• Family math demonstrations are given.
• CRP is a school priority.	• Middle school teachers are given release time to meet and plan with student interns.		• Progress reports are completed and given to parents for one-to-one discussions at parent nights.
• Presence of CRP is highly visible in the school (i.e., displays, fund raisers, contests, etc.).	• Small groups are formed using cooperative learning approaches.		• Students receive credit when parents attend meetings.
	• Computer software is used with math manipulatives		• Demonstrations by students are presented during parent information nights
	• Computer software is used with math manipulatives.		• Parents attend campus tours.
	• Lead interns are used to complement the program		

Source· Abstracted from Appendix F

classes -- a perception that participating students appear to hold

For the final report in this series, MESA will further examine the relationship between frequency of participation, perception of benefits, and behavioral changes by including in its analysis actual performance measures such as grades and standardized test scores In this way, it should be possible to understand even more clearly the relative efficacy of various program components in affecting student performance

Summary

In many instances, this preliminary exploration of the relation between the components of these programs and measures of student outcomes stretched the analytic capacity of their statewide administrative offices However, little doubt exists among program managers as to the appropriateness and value of these endeavors As a consequence, the advisory committee for this study -- on which statewide managers of these programs sit -- will discuss evalu-

DISPLAY 18 *Relation Between Frequency and Students' Perceptions of Benefits Derived from Participation in Various MESA Program Components*

Activity	Frequency Average*	Help to Succeed in School Average**	Correlation
1. MESA Period/Class	3.92	4.38	+0.90
2. MESA Summer Program	2.67	4.41	+0.87
3. Summer Job	2.74	4.34	+0.94
4. PSAT/SAT Workshop	1.75	4 31	+0.58
5. Mathematics Workshop	2.32	4 39	+0 71
6. MESA Meetings	3.62	4.37	+0.72
7. Academic Assistance	3.35	4.59	+0 66
8. MESA Day	1.96	4.41	+0.52
9. Science Workshop	2.25	4.28	+0.68
10. Junior-Senior MESA Exchange	1.80	4.04	+0 65
11. College Advisement	2.43	4 52	+0.58
12. Other Science Competition	1.88	4.13	+0.47
13. Recognition Awards	2.18	4.35	+0.54
14. Course Counseling	2.41	4.36	+0.55
15. Leadership Events	2.31	4.26	+0.57
16. Parent Trips	1.64	4.00	+0.40
17. Field Trips	1.68	4.48	+0.47
18. Career Presentations	2.14	4.34	+0.44

*Score Range 1 = Less than once a month, 2 = About once a month, 3 = About every two weeks, 4 = About once a week, and 5 = More than once a week

**Score Range: 1 = Harmful, 2 = Not helpful, 3 = Not sure, 4 = Somewhat helpful, 5 = Very helpful

Source: Appendix H

ative strategies to gather relevant information from each of the programs for the final report in this series The Commission expects that the knowledge gained from these discussions and the subsequent information flowing from modification in the programs' evaluation designs will serve to guide the State and program administrators in their future decision making about enhancing the preparation for college of all students, with particular emphasis on those from backgrounds historically underrepresented in college

DISPLAY 19 *Perceptions of Participating Students as to the Influence of the MESA Program on Their Behavior*

Influence	Improved/ Increased	Stayed the Same	Decreased/ Got Worse	Not Sure
Interest in Getting Good Grades	**75.7%**	**22.2%**	**0.3%**	**1 8%**
Interest in Continuing Education	**75.7**	**20.4**	**0.6**	**3.3**
Knowledge of College Choices/Requirements	**76.1**	**18.1**	**0.0**	**5.7**
Concern About Career Choice	**73.6**	**17.4**	**0.6**	**8.4**
Understanding of Why Math Is Important	**65.6**	**30.5**	**0.6**	**3.3**
Interest in Doing Homework	**52.3**	**43.2**	**0.9**	**3.6**
Interest in Advanced Math	**56.5**	**33.0**	**0.9**	**9.6**
Understanding of Why Science Is Important	**54 5**	**35.6**	**0.6**	**9.3**
Grades in Math	**43.8**	**46.5**	**2.1**	**7 5**
Interest in Advanced Science	**56.5**	**33.0**	**0 9**	**9.6**
Grades in English	**35.4**	**55.0**	**4.5**	**0.9**
Grades in Science	**37.2**	**48.6**	**0.6**	**12.7**

Source· Appendix H

References

California Postsecondary Education Commission *Evaluation of the California Student Opportunity and Access Program (Cal-SOAP) A Report to the Legislature and Governor in Response to Senate Bill 800 (Chapter 1199, Statutes of 1983)* Commission Report 87-43 Sacramento The Commission, December 1988

-- *Evaluation of the California Academic Partnership Program (CAPP): A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984).* Commission Report 88-13 Sacramento· The Commission, March 1988

-- *The Role of the Commission in Achieving Educational Equity A Declaration of Policy* Commission Report 88-42 Sacramento The Commission, December 1988.

-- *Prospectus for an Evaluation of Intersegmental Student Preparation Programs* Commission Agenda Item 11, December 1988

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-- *First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs One of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act* Commission Report 89-29 Sacramento The Commission, October 1989

-- *Evaluation of the Junior MESA Program A Report to the Legislature in Response to Assembly Bill 610 (Hughes) Of 1985* Commission Report 89-30 Sacramento The Commission, October 1989

Appendix A Participation by California Schools in Intersegmental Student Preparation Programs

Note For each county, this appendix lists (1) both public and private elementary schools participating in any of the nine intersegmental student preparation programs, (2) all public secondary schools, whether or not they participate in any of these programs, and (3) private secondary schools if they participate in a program

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Alameda County										
Alameda City Unified										
Alameda High	013022						Y			
Chapman Middle										
Encinal High										
Island High										
Lincoln Middle										
Wood (Will C) Middle										
Albany City Unified										
Albany High	013045						Y			
Albany Middle	609016						Y			
Macgregor High (Cont)										
Berkeley Unified										
Berkeley High	013117			Y			Y	Y		
Columbus Intermediate	609018							Y		
East Campus, Berkeley High										
King Junior High	605685							Y		
Longfellow Intermediate	609029							Y		
Malcolm X Intermediate	609028							Y		
Willard Junior High	605686					Y	Y	Y		
Castro Valley Unified										
Canyon Middle School										
Castro Valley High	013222						Y			
Redwood High										
Dublin Joint Unified										
Dublin High										
Valley High										
Wells Middle										
Emery Unified										
Emery High										
Fremont Unified										
American High										
Centerville Junior High										
Hopkins (William) Junior High										
Horner (John M) Junior High										
Irvington High										
Kennedy (John F) High	013445						Y			
Mission San Jose High										
Robertson High										
Thornton Junior High										
Walters (G M) Junior High										
Washington High	013869						Y			
Hayward Unified										
Bronkwitz High										
Bret Harte Intermediate	605693						Y			
Hayward High	013362						Y			
La Vista Intermediate	605694						Y			
Martin Luther King Intermediate	606647						Y			
Mt Eden High	013531						Y			
Strobridge Elementary										
Sunset High	013820						Y			
Tennyson High	013833						Y			
Winton Intermediate	605697						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Livermore Valley Joint Unified										
Del Valle Continuation High										
East Avenue Middle										
Granada High										
Junction Avenue Middle										
Livermore High										
Vineyard High										
William Mendenhall Middle										
New Haven Unified										
Alvarado Middle	606826						Y			
Barnard-White Middle	605698						Y			
El Rancho Verde High										
James Logan High	013466				Y		Y			
New Haven Middle										
Newark Unified										
Churchill Continuation High										
Newark Junior High										
Newark Memorial High										
Newark Opportunity										
Oakland Unified										
Brewer (Edna) Junior High	605706	Y				Y	Y	Y		
Bunche Center For Redirection										
Carter Middle	605710	Y					Y	Y		
Castlemont Senior High	013209	Y		Y			Y	Y		
Claremont Middle	605700	Y					Y	Y		
Cox Elementary	600178							Y		
Dewey Senior High										
Eastside Center For Redirection										
Elmhurst Middle	605701	Y					Y			
Far West Senior High	013014						Y			
Foster Middle	600177	Y								
Fremont Senior High	013313	Y		Y			Y	Y		
Frick Junior High	605702	Y					Y			
Hammarskjold (Dag) Opportunity										
Harte (Bret) Junior High	605699	Y	Y	Y			Y			
Havenscourt Junior High	606586	Y					Y			
Head-Royce School	014375						Y			
King Estates Junior High	606644	Y					Y			
Lowell Middle	605705	Y					Y	Y		
Madison Middle	606645	Y						Y		
McClymonds Senior High	013479	Y		Y			Y	Y		
Montera Junior High	605707	Y					Y	Y		
Oakland Senior High	013590	Y		Y			Y			
Oakland Technical Senior High	013605	Y	Y	Y			Y	Y		
Roosevelt Junior High	605708	Y								
Simmons (Calvin) Junior High	605703	Y		Y			Y			
Skyline Senior High	013794	Y		Y			Y	Y		
St Bernard Elem	697289						Y			
St Lawrence O'toole Elem	697300						Y			
Street Academy Senior High										
Westlake Junior High	605709	Y					Y			
Piedmont City Unified										
Corpus Christi Elem School	697263						Y			
Piedmont Continuation High										
Piedmont High	013651						Y			
Piedmont Middle										
Pleasanton Unified										
Amador Valley High										
Foothill High										
Harvest Park Intermediate										
Village High										
San Leandro Unified										
Bancroft Junior High										
Lincoln High	013452						Y			
Muir (John) Junior High	606651						Y			
San Leandro High	013758						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
San Lorenzo Unified										
Arroyo High	013084						Y			
Bohannon High (Cont)										
San Lorenzo High	013781						Y			
Washington Manor Elementary										
Amador County										
Amador County Unified										
Amador County High										
Argonaut High										
Independence High										
Ione Junior High										
Jackson Junior High										
Butte County										
Biggs Unified										
Biggs Junior/senior High										
Chico Unified										
Bidwell Junior High										
Chico Junior High										
Chico Senior High										
Fairview High										
Pleasant Valley Senior High										
Durham Unified										
Durham High										
Durham Intermediate										
Golden Feather Union Elementary										
Concow Elementary										
Gridley Union										
Sycamore Elementary										
Gridley Union High										
Esperanza High (Cont)										
Gridley High										
Oroville City Elementary										
Central Elementary	600323		Y							
Oroville Union High										
Las Plumas High	043480		Y							
Oroville High										
Prospect High										
Paradise Unified										
Paradise Intermediate										
Paradise Senior High										
Ridgeview High										
Calavaras County										
Bret Harte Union High										
Bret Harte Union High										
Vallecito Continuation High										
Calaveras Unified										
Calaveras High										
Gold Strike High										
Toyon Middle										
West Point High										
Colusa County										
Colusa Unified										
Colusa High										
Egling (George T) Middle										
Personalized Instruction Center										
Maxwell Unified										
Maxwell High										
Pierce Joint Unified										
Lloyd G Johnson Junior High										
Pierce High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Williams Unified										
Williams High										
Williams Middle										
Contra Costa County										
Acalanes Union High										
Acalanes High										
Campolindo High										
Del Oro High (Cont)										
Las Lomas High										
Miramonte High	073424						Y			
Antioch Unified										
Antioch High	073086						Y			
Antioch Junior High										
Antioch Unified Alternative Education										
Live Oak High										
Park Junior High	606115						Y			
Prospects High										
Brentwood Union										
Edna Hill Elementary	600365						Y			
John Swett Unified										
Garretson Middle										
John Swett High										
Willow High										
Knightsen Elementary										
Knightsen Elementary	600371						Y			
Lafayette Elementary										
M H Stanley Intermediate										
Liberty Union High										
La Paloma High (Cont)										
Liberty High										
Martinez Unified										
Alhambra Senior High	073054						Y			
Martinez High										
Martinez Junior High	605718						Y			
Moraga Elementary										
Joaquin Moraga Intermediate										
Mt. Diablo Unified										
Clayton Valley High										
College Park High										
Concord High										
El Dorado Intermediate										
Foothill Middle										
Glenbrook Middle	600407						Y			
Mt Diablo High	073456						Y			
Northgate High	073004						Y			
Oak Grove Middle	600419						Y			
Olympic Continuation High										
Pine Hollow Intermediate										
Riverview Middle	600426						Y			
Sequoia Elementary										
Sequoia Middle										
Valley View Middle										
Ygnacio Valley High										
Oakley Union Elementary										
O'hara Park Middle										
Oakley Elementary										
Orinda Union Elementary										
Orinda Intermediate										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Pittsburg Unified										
Central Junior High	608496		Y				Y			
Hillview Junior High										
Marina High										
Pittsburg Senior High	073540						Y			
Riverside High (Cont)										
Richmond Unified										
Adams Middle	605720						Y			
Crespi Junior High	606117						Y		Y	
De Anza Senior High	073216			Y			Y		Y	
El Cerrito Senior High	073294			Y			Y		Y	
Gompers (Samuel) Continuation										
Helms Junior High	605722						Y		Y	
Kennedy High	073365			Y			Y	Y	Y	
Middle College High										
North Campus Continuation										
Pinole Junior High	605723								Y	
Pinole Valley High	073531			Y			Y		Y	
Richmond Unified										
Portola Junior High	605724					Y	Y		Y	
Richmond High	073590			Y			Y		Y	
St John The Baptist	696769						Y			
San Ramon Valley Unified										
California High										
Charlotte Wood Intermediate										
Del Amigo High										
Los Cerros Middle										
Monte Vista High										
Pine Valley Intermediate										
San Ramon Valley High										
Walnut Creek Elementary										
Walnut Creek Intermediate										
Del Norte County										
Del Norte County Unified										
Crescent Elk Elementary										
Del Norte High										
Sunset High										
El Dorado County										
Black Oak Mine Unified										
Divide High										
Golden Sierra High										
Buckeye Union Elementary										
Camerado Springs Intermediate										
El Dorado Union High										
Diamond Continuation High										
El Dorado High										
Independence Continuation										
Oak Ridge High										
Ponderosa High										
Pondorado Alternative Education										
Lake Tahoe Unified										
Mt Tallac High (Cont)										
South Tahoe High										
South Tahoe Middle										
Mother Lode Union Elementary										
Green (Herbert C.) Elementary										
Placerville Union Elementary										
Markham (Edwin) Elementary										

Institution Name	School Code	Access CCPP	Access CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Pollock Pines Elementary										
Sierra Ridge Middle										
Rescue Union Elementary										
Marina Village Intermediate										
Rescue Elementary										
Fresno County										
Caruthers Union High										
Caruthers High										
Marc High (Cont)										
Central Unified										
Central High	103079				Y					
El Capitan Elementary										
Pershing High (Cont)										
Clovis Unified										
Clark Intermediate										
Clovis High	103105							Y		
Clovis West High	103019							Y		
Gateway High (Cont)										
Kastner Intermediate										
Coalinga/huron Joint Unified										
Cambridge High										
Coalinga High										
Coalinga Junior High										
Firebaugh-Las Deltas Unified										
El Puente High (Cont)										
Firebaugh High										
Firebaugh Junior High										
Fowler Unified										
Casa Blanca Continuation										
Fowler High										
Fremont Elementary										
Fresno Unified										
Ahwahnee Middle										
Bullard Continuation										
Bullard High										
Cooper Middle										
Dewolf Continuation High										
Duncan (Erma) Polytechnical High										
Edison High	103189						Y	Y		
Fort Miller Middle	605729						Y			
Fresno Continuation High										
Fresno High	103250						Y	Y		
Herbert Hoover High	103291							Y		
Hoover Continuation										
Kings Canyon Middle	605732					Y	Y	Y		
McLane Continuation										
McLane High	103421						Y			
Opportunity (Continuation)										
Roosevelt High	103583						Y	Y		
Scandinavian Middle	600648						Y			
Sequoia Freshman	605733						Y			
Tehipite Middle	608853					Y				
Tenaya Middle										
Tioga Middle										
Wawona Middle										
Wolters Elementary	600659						Y			
Yosemite Middle	606120						Y			
Kerman Unified										
Kerman High	103343				Y					
Kerman Junior High										
Nova High (Cont)										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Kings Canyon Joint Unified										
Citrus Elementary										
General Grant Elementary										
Kings Canyon Continuation										
Navelencia Elementary										
Reedley High										
Kingsburg Joint Union Elementary										
Roosevelt Elementary										
Kingsburg Joint Union High										
Kingsburg High										
Oasis Continuation High School										
Laton Joint Unified										
Conejo Elementary										
Laton High										
Oak View Continuation High										
Oro Loma Elementary										
Oro Loma Elementary	600701		Y							
Parlier Unified										
Martinez (John C) Junior High										
Parlier High	103499						Y			
San Joaquin Valley High (Cont										
Riverdale Joint Union Elementary										
Riverdale Elementary										
Riverdale Joint Union High										
Horizon Continuation High										
Riverdale High										
Sanger Unified										
Kings River High										
Sanger High	103609						Y	Y		
Washington Junior High	600720					Y	Y	Y		
Selma Unified										
Heartland High (Cont)										
Roosevelt Junior High										
Selma High	103667							Y		
Sierra Joint Union High										
Sandy Bluffs Education Center										
Sierra High	103693				Y		Y			
Willow Creek Education Center										
Tranquility Union High										
El Portal High Yr										
Rio De Plata High										
Rio Del Rey High										
Tranquility High										
Washington Union High										
Easton Continuation High										
Washington High	103830				Y		Y			
West Fresno Elementary										
West Fresno Middle	600661						Y			
Glenn County										
Hamilton Union High										
Community High (Cont)										
Hamilton Union High										
Orland Joint Union Elementary										
Price Intermediate										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Orland Joint Union High										
North Valley High (Cont)										
Orland High										
Princeton Joint Unified										
Princeton Junior-senior High										
Stony Creek Joint Unified										
Elk Creek Alternative										
Elk Creek Junior-senior High										
Willows Unified										
Willows Community High										
Willows High										
Willows Intermediate										
Humboldt County										
Arcata Elementary										
Sunny Brae Middle										
Eureka City High										
Barnum (Zoe) High										
Eureka Senior High										
Winship Junior High										
Zane (Catherine L) Junior High										
Ferndale Union High										
Ferndale High										
Fortuna Union Elementary										
Fortuna Elementary										
Fortuna Union High										
East High (Cont)	123335						Y			
Fortuna Union High										
Klamath-Trinity Joint Unified										
Captain John Continuation										
Hoopa Valley High										
Northern Humboldt Union High										
Arcata High										
McKinleyville High										
Pacific Coast High										
Tsurai High										
Southern Humboldt Joint Unified										
Continuation Classes										
Miranda Junior High										
South Fork High										
Imperial County										
Brawley Elementary										
Worth (Barbara) Junior High	600826						Y			
Brawley Union High										
Brawley High	133140						Y			
Desert Valley High										
Calexico Unified										
Aurora High										
Calexico High	133220						Y			
De Anza Junior High	600833						Y			
Calipatria Unified										
Calipatria High	133250						Y			
Midway High										
Niland Elementary	600840						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Central Union High										
Central High	133300						Y			
Park Avenue High										
El Centro Elementary										
Kennedy Junior High	600844						Y			
Wilson Junior High	600849						Y			
Holtville Unified										
Holtville High	133530						Y			
Holtville Junior High	600852						Y			
Pine Elementary	600853						Y			
Sam Webb Continuation										
Imperial Unified										
Imperial Avenue High										
Imperial High	133590						Y			
Wright (Frank M.) Elementary	600856						Y			
Magnolia Union Elementary										
Magnolia Elementary	600858						Y			
McCabe Union Elementary										
McCabe Elementary	600859						Y			
Meadows Union Elementary										
Meadows Elementary	600861						Y			
Mulberry Elementary										
Mulberry Elementary	600862						Y			
San Pasqual Valley Unified										
Bill M Manes High										
San Pasqual Junior High										
San Pasqual Valley High										
Seeley Union Elementary										
Seeley Elementary	600864						Y			
Westmorland Union Elementary										
Westmorland Elementary	600865						Y			
Inyo County										
Big Pine Unified										
Big Pine Elementary										
Big Pine High										
Bishop Joint Union High										
Bishop High										
Palisade Glacier High										
Bishop Union Elementary										
Home Street Middle										
Death Valley Unified										
Death Valley High										
Lone Pine Unified										
Lone Pine High										
Owens Valley Unified										
Owens Valley High										
Kern County										
Arvin Union Elementary										
Haven Drive Intermediate										
Haven Drive Junior High										
Bakersfield City Elementary										
Chipman Junior High	600884							Y		
Compton Junior High	600902							Y		
Curran Junior High	600900							Y		

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Bakersfield City Elementary (Continued)										
Emerson Junior High	600891							Y		
Sierra Junior High	600915							Y		
Washington Junior High	600917							Y		
Beardsley Elementary										
Beardsley Junior High										
Delano Joint Union High										
Delano High	153167		Y					Y		
Valley High/outreach										
Delano Union Elementary										
Cecil Avenue Junior High										
Edison Elementary										
Edison Senior Elementary										
Fairfax Elementary										
Fairfax Elementary	600949							Y		
Fruitvale Elementary										
Fruitvale Junior High										
Greenfield Union										
greenfield Junior High										
Kern Union High										
Arvin High	153025						Y	Y		
Bakersfield High	153070						Y	Y		
Central Valley Cont High										
East Bakersfield High	153229							Y		
Foothill High	153260						Y	Y		
Highland High	153333						Y			
Kern Valley High										
North High										
Nueva Continuation High										
Phoenix Learning Center										
Shafter High	153508						Y	Y		
South High	153539						Y	Y		
Special Services/constellation										
Summit Continuation										
Vista East Continuation										
Vista High (Cont)										
Vista West Continuation										
West High	153660						Y	Y		
Kernville Union Elementary										
Wallace (Woodrow W) Junior High										
Lamont Elementary										
Mountain View Middle										
Lost Hills Union Elementary										
Lost Hills Middle										
Maricopa Unified										
Maricopa High										
McFarland Unified										
McFarland High										
McFarland Middle										
San Joaquin High										
Mojave Unified										
Joshua Middle										
Mojave Senior High										
Mountain View High School										
Muroc Joint Unified										
Boron Junior-Senior High										
Desert Junior-Senior High										
Forbes Avenue Elementary										
North Edwards High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Norris Elementary										
Norris Middle										
Panama Buena Vista Union										
Actis (O.J) Junior High										
Tevis Junior High										
Thompson (Fred L.) Junior High										
Richland-Lerdo Elementary										
Richland Intermediate										
Richland Senior Elementary	601000							Y		
Rosedale Union Elementary										
Rosedale Elementary										
Sierra Sands Unified										
Burroughs High										
James Monroe Junior High										
Mesquite Continuation High										
Murray Junior High										
Southern Kern Unified										
Hamilton Junior High										
Rare Earth High										
Rosamond High										
Standard Elementary										
Standard Junior High										
Taft City Elementary										
Lincoln Elementary										
Taft Union High										
Buena Vista High (Cont)	153013						Y			
Taft Union High										
Tehachapi Unified										
Jacobsen Junior High										
Monroe High										
Summit High										
Tehachapi High										
Vineland Elementary										
Sunset Elementary										
Wasco Union Elementary										
Thomas Jefferson Elementary										
Wasco Union High										
Wasco High										
Westside High (Cont)										
Kings County										
Armona Union Elementary										
Parkview Elementary										
Corcoran Joint Unified										
Corcoran High										
John Muir Middle										
Kings Lake High										
Hanford Elementary										
Wilson (Woodrow) Elementary	601045						Y			
Hanford Joint Union High										
Hanford High	163440						Y	Y		
Hanford High Night Cont										
Johnson (Earl F) High (Cont)										
Lemoore Union High										
Lemoore High	163560						Y			
South Lemoore High (Cont)										

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Reef-Sunset Unified										
Avenal High										
Sunrise High										
Lake County										
Kelseyville Unified										
K C High (Cont)										
Kelseyville High										
Mountain Vista Middle										
Konocti Unified										
Carle' (William C) High										
Lower Lake High										
Oak Hill Middle										
Lakeport Unified										
Clear Lake High										
Natural High (Cont)										
Terrace Elementary										
Middletown Unified										
Cannon (Minnie) Elementary										
Loconoma Valley High (Cont)										
Middletown High										
Middletown Middle										
Upper Lake Union Elementary										
Upper Lake Union Junior High										
Upper Lake Union High										
Clover Valley High										
Upper Lake High										
Lassen County										
Big Valley Joint Unified										
Big Valley High										
Big Valley Intermediate										
Gateway High										
Fort Sage Unified										
Fort Sage Middle										
Herlong High										
Render High (Cont)										
Lassen Union High										
Credence High (Cont)										
Lassen High										
Susanville Elementary										
Diamond View Elementary										
Indian Education Center	693186						Y			
Westwood Unified										
Westwood High										
Los Angeles County										
ABC Unified										
Artesia High	193036			Y						
Carmenita Junior High										
Cerritos High	193005							Y		
Gahr High										
Haskell Junior High										
Killingsworth Junior High	606123			Y						
Ross (Faye) Junior High										
Tetzlaff (Martin B) Junior High										
Tracy (Wilbur) High (Cont)										
Whitney (Gretchen) High	193188						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Alhambra City High										
Alhambra High										
Century High (Cont)										
Independence High										
Mark Keppel High										
San Gabriel High	193769						Y			
Antelope Valley Union High										
Antelope Valley High										
Desert Winds Continuation High										
Highland High										
Littlerock High										
Palmdale High										
Quartz Hill High										
Arcadia Unified										
Arcadia Senior High										
Dana (Richard Henry) Junior High										
First Avenue Junior High										
Foothills Junior High										
Huntington High										
Rancho High										
Azusa Unified										
Alternative Learning Center (Cont)										
Azusa High										
Center Intermediate										
Foothill Middle										
Gladstone High	193344							Y		
Sierra High										
Slauson Intermediate										
Baldwin Park Unified										
Baldwin Park High										
Charles D Jones Junior High										
Holland (Jerry D) Junior High	601145						Y			
North Park Continuation High										
Olive Junior High										
Sierra Vista High										
Sierra Vista Junior High										
Bassett Unified										
Bassett Senior High										
Edgewood Middle										
Nueva Vista Continuation High										
Torch Middle										
Bellflower Unified										
Bellflower High										
Mayfair High										
Somerset Continuation High										
Beverly Hills Unified										
Beverly Hills Continuation High										
Beverly Hills High										
Bonita Unified										
Bonita High										
Chaparral High										
Lone Hill Intermediate										
Ramona Intermediate										
San Dimas High										
Burbank Unified										
Burbank Senior High	193118						Y			
Burroughs Senior High										
Jordan Junior High										
Luther Burbank Junior High										
Monterey High										
Muir Junior High										

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Castaic Union										
Castaic Middle										
Centinela Valley Union High										
Hawthorne High	193395						Y			
Leuzinger High										
Lloyde (R. K.) High										
Charter Oak Unified										
Arrow High										
Charter Oak High										
Royal Oak Intermediate										
Claremont Unified										
Claremont High										
El Roble Intermediate										
San Antonio High										
Compton Unified										
Bunche Middle	605755							Y		
Centennial High	193156						Y	Y		
Compton Senior High	193196			Y			Y	Y		
Davis Middle	606673			Y						
Dominguez High	193232						Y	Y		
Enterprise Middle	605756						Y			
Roosevelt Middle	606126						Y			
Vanguard Middle	605757					Y	Y			
Walton Middle	606127					Y		Y		
Whaley Middle	605758						Y	Y		
Willowbrook Middle	605759						Y			
Covina-Valley Unified										
Covina High										
Fair Valley High										
Las Palmas Intermediate										
Northview High										
Sierra Vista Intermediate										
South Hills High										
Traweek Intermediate										
Culver City Unified										
Culver City Middle										
Culver City Senior High	193220						Y			
Culver Park Continuation High										
Downey Unified										
Columbus Continuation										
Downey High										
East Middle										
Griffiths Middle										
South Middle										
Warren High										
West Middle										
Duarte Unified										
Andres Duarte Elementary										
Duarte High										
Mt Olive Continuation High										
Northview Intermediate										
East Whittier City Elementary										
East Whittier Middle										
Granada Middle										
Hillview Middle										
Eastside Union Elementary										
Cole (Gifford C.) Middle										
El Monte Union High										
Arroyo High										
El Monte High	193266			Y						
Mountain View High	193268			Y						

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
El Monte Union High (Continued)										
Rosemead High										
Valle Lindo Continuation High										
El Rancho Unified										
Burke (Osburn) Middle										
El Rancho High	193270						Y	Y		
North Park Middle										
Rivera Middle										
Salazar (Ruben) Continuation										
El Segundo Unified										
Arena High School										
El Segundo High										
El Segundo Middle										
Garvey Elementary										
Garvey (Richard) Intermediate										
Temple (Roger W) Intermediate										
Glendale Unified										
Crescenta Valley Senior High										
Daily (Allan F) High										
Glendale Senior High										
Hoover (Herbert) Senior High										
Roosevelt (Theodore) Junior Hi										
Rosemont Junior High										
Toll (Eleanor J) Junior High										
Wilson (Woodrow) Junior High										
Glendora Unified										
Glendora High										
Goddard Middle										
Sandburg Middle										
Whitcomb Continuation High										
Hacienda La Puente Unified										
Cedarlane Junior High										
La Puente High	193480						Y			
Los Altos High										
Newton Intermediate										
Orange Grove Intermediate										
Puente Hills High										
Sparks Intermediate										
Valley Continuation High										
Wilson (Glen A.) High										
Workman (William) High										
Hawthorne Elementary										
Hawthorne Intermediate	601396							Y		
Yukon Intermediate	601402							Y		
Hermosa Beach City Elementary										
Hermosa Valley										
Inglewood Unified										
Crozier (George W) Junior High	605774					Y	Y			
Hillcrest High										
Inglewood High	193423			Y			Y	Y		
La Tijera Elementary	601451							Y		
Lane (Warren) Elementary	601452							Y		
Monroe (Albert F) Junior High	605775					Y				
Morningside High	193604			Y			Y	Y		
Parent (Frank D) Elementary	601454							Y		
Keppel Union Elementary										
Almondale Middle										
La Canada Unified										
La Canada Continuation										
La Canada High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Lancaster Elementary										
Park View Intermediate										
Piute Intermediate										
Las Virgenes Unified										
Agoura High										
Calabasas High										
Indian Hills Continuation High										
Lindero Canyon Middle										
Wright (Arthur E.) Middle										
Lawndale Elementary										
Rogers (Will) Intermediate										
Lennox Elementary										
Lennox Middle	610673					Y				
Little Lake City Elementary										
Lake Center Elementary										
Lakeside Elementary										
Long Beach Unified										
Avalon Junior-Senior High										
Bancroft Junior High	606133						Y			
Demille Junior High	605777						Y			
Franklin Junior High										
Hamilton Junior High										
Hill Junior High										
Hoover Junior High										
Hughes Junior High										
Jefferson Junior High										
Jordan Senior High	193447				Y		Y			
Lakewood Senior High	193467						Y			
Lindbergh Junior High	605781						Y			
Marshall Junior High										
Millikan Senior High	193575		Y				Y			
Oak Middle										
Polytechnic Senior High	193694						Y			
Reid Senior High										
Rogers Junior High										
Stanford Junior High										
Stephens Junior High	605784						Y			
Washington Junior High										
Wilson Senior High	193987		Y				Y			
Los Angeles Unified										
Adams (John) Junior High	605785						Y	Y		
Addams (Jane) Continuation										
Aggeler (William Tell) Junior										
Aliso High										
Angel's Gate										
Audubon Junior High	606139						Y			
Avalon Continuation										
Bancroft (Hubert Howe) Junior										
Banning (Phineas) Senior High	193065						Y	Y		
Bell Senior High	193086		Y					Y		
Belmont Senior High	193092						Y	Y		
Belvedere Junior High	605788						Y			
Berendo Junior High										
Bethune (Mary Mcleod) Junior H	605814						Y		Y	
Birmingham Senior High	193104						Y			
Boyle Heights Continuation										
Burbank (Luther) Junior High	605789						Y			
Burroughs (John) Junior High										
Byrd (Richard E.) Junior High	605790					Y				
Canoga Park Senior High	193147						Y			
Carnegie (Andrew) Junior High										
Carson Senior High	193152						Y			
Carver (George Washington) Jun	605792						Y			
Central Continuation										
Chatsworth Senior High	193170						Y			
Cheviot Hills Continuation										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Los Angeles Unified (Continued)										
Clay (Henry) Junior High	606142								Y	
Cleveland (Grover) High	193186						Y			
Columbus (Christopher) Junior										
Cooper (James Fenimore) High										
Crenshaw Senior High	193212						Y			
Curtiss (Glenn Hammond) Junior										
Dana (Richard Henry) Junior Hi										
Del Rey Continuation										
Dodson (Rudecinda Sepulveda) J										
Dorsey (Susan Miller) Senior H	193238						Y	Y		
Downtown Business High	193288						Y			
Drew (Charles) Junior High	605796						Y	Y		
Eagle Rock Junior-senior High										
Eagle Tree Continuation										
Earhart (Amelia) Continuation										
Edison (Thomas A.) Junior High	606144							Y		
Einstein (Albert) Continuation										
El Camino Real Senior High	193262						Y			
El Sereno Junior High	606843						Y			
Ellington (Duke) High										
Emerson (Ralph Waldo) Junior H	605798						Y			
Evergreen Continuation										
Fairfax Senior High	193292						Y			
Fleming (Alexander) Junior Hig										
Foshay (James A) Junior High	606145						Y	Y		
Francis (John H) Polytechnic	193298							Y		
Franklin (Benjamin) Senior Hig	193304			Y			Y			
Fremont (John C) Senior High	193311						Y		Y	
Frost (Robert) Junior High										
Fulton (Robert) Junior High	605800					Y				
Gage (Henry T) Junior High	606146						Y			
Gardena Senior High	193324							Y		
Garfield (James A) Senior Hig	193338			Y			Y			
Gompers (Samuel) Junior High	605802						Y		Y	
Granada Hills Senior High	193374						Y			
Grant (Ulysses S) Senior High	193379						Y			
Grey (Zane) Continuation										
Griffith (David Wark) Junior H										
Hale (George Ellery) Junior Hi										
Hamilton (Alexander) Senior Hi	193385						Y			
Harte (Bret) Junior High	605804						Y			
Henry (Patrick) Junior High										
Highland Park Continuation										
Hollenbeck Junior High	605805						Y	Y		
Hollywood Senior High	193403						Y			
Holmes (Oliver Wendell) Junior										
Hope (John) Continuation										
Huntington Park Senior High	193415						Y	Y		
Independence Continuation										
Indian Springs Continuation										
Irving (Washington) Junior Hig										
Jefferson (Thomas) Senior High	193437						Y	Y		
Johnson (Dorothy V) High										
Jordan (David Starr) Senior Hi	193445						Y		Y	
Kennedy (John F) High	193994						Y			
King (Thomas Starr) Junior Hig										
King/Drew Health High	193300						N			
Lawrence (Ernest) Junior High										
Le Conte (Joseph) Junior High										
Leonis (Miguel) Continuation										
Lewis (Robert H) Continuation										
Lincoln (Abraham) Senior High	193512						Y	Y		
Lincoln Medical Magnet High										
Locke (Alain Leroy) Senior Hig	193515						Y		Y	
London (Jack) Continuation										
Los Angeles Center For Enriche										
Los Angeles Senior High	193535						Y	Y		

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Los Angeles Unified (Continued)										
University Senior High	193888						Y			
Van Nuys Junior High										
Van Nuys Senior High	193896						Y			
Venice Senior High	193904						Y	Y		
Verdugo Hills Senior High										
View Park Continuation										
Vintage Street Fund Elem										
Virgil Junior High										
Washington (George) Senior High	193930						Y	Y	Y	
Webster (Daniel) Junior High										
West Granada Continuation										
West Hollywood Opportunity										
Westchester Senior High	193947						Y			
White (Stephen M) Junior High										
Whitman Continuation										
Wilmington Junior High										
Wilson (Woodrow) Senior High	193985						Y	Y		
Wright (Orville) Junior High										
Young (Whitney) Continuation	193040						N			
Los Nietos Elementary										
Los Nietos Middle	602009			Y						
Lowell Joint Elementary										
Rancho-Starbuck Intermediate										
Lynwood Unified										
Hosler (Fred W) Junior High	605839						Y	Y		
Lynwood High	193543						Y	Y		
Vista High (Continuation)										
Manhattan Beach City Elementary										
Manhattan Beach Intermediate										
Monrovia Unified										
Canyon High										
Clifton Middle										
Monrovia High										
Santa Fe Middle										
Montebello Unified										
Bell Gardens High										
Bell Gardens Intermediate										
Eastmont Intermediate										
La Merced Intermediate										
Macy Intermediate										
Montebello High	193599						Y			
Montebello Intermediate										
Schurr High										
Suva Intermediate										
Vail High										
Mountain View Elementary										
Baker Elementary										
Kranz (Charles T) Intermediate										
Norwalk-La Mirada Unified										
El Camino High										
Glen (John H) High	193364						Y	Y		
La Mirada High										
Norwalk High										
Palmdale Elementary										
Juniper Intermediate										
Sage Intermediate										
Palos Verdes Peninsula Unified										
Malaga Cove Intermediate										
Miraleste High										
Palos Verdes High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Palos Verdes Peninsula Unified (Continued)										
Rancho Del Mar High										
Ridgecrest Intermediate										
Rolling Hills High										
Paramount Unified										
Alondra Intermediate										
Clearwater Intermediate	605845						Y			
Michelson Continuation										
Paramount High	193674						Y			
Pasadena Unified										
Blair High	193106		Y					Y		
Eliot Middle	605846							Y		
Marshall Fundamental	193167		Y							
Muir High	193610		Y				Y	Y		
Pasadena Continuation High										
Pasadena High	193682		Y				Y	Y		
Roosevelt										
Washington Middle	602175							Y		
Wilson Middle	605849							Y		
Pomona Unified										
Emerson Junior High	605850						Y	Y		
Fremont Junior High	606163						Y	Y		
Ganesha Senior High	193317						Y	Y		
Garey Senior High	193332						Y	Y		
Lorbeer Junior High	606678						Y	Y		
Marshall (John) Junior High	605851						Y	Y		
Palomares Junior High	606164						Y	Y		
Park West High										
Pomona Senior High	193702						Y	Y		
Simons Junior High	605852						Y	Y		
Redondo Beach City Elementary										
Adams Middle										
Hillcrest Middle										
Rosemead Elementary										
Muscatel Intermediate										
Rowland Unified										
Alvarado Intermediate										
Giano Intermediate	602224						Y			
Nogales High										
Rincon Intermediate										
Rowland (John A.) High										
Santana High										
San Gabriel Elementary										
Jefferson Intermediate	602243						Y			
San Marino Unified										
Huntington Intermediate										
San Marino High										
Santa Monica-Malibu Unified										
Adams (John) Middle	605853						Y			
Lincoln Middle										
Olympic High										
Santa Monica High	193800						Y			
Soledad-Agua Dulce Union Elementary										
High Desert										
South Bay Union High										
Mira Costa High										
Pacific Shores High										
Redondo High										
South Pasadena Unified										
South Pasadena Continuation										
South Pasadena Junior High										
South Pasadena Senior High										

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South Whittier Elementary										
Monte Vista Middle										
South Whittier Intermediate										
Temple City Unified										
Oak Avenue Intermediate										
Temple City High										
Torrance Unified										
Calle Mayor Middle										
Casimir Middle										
Hull (J H.) Middle										
Lynn (Bert M) Middle										
Madrona Middle										
Magruder (Philip) Middle										
North High										
Shery (Kurt T) High										
South High										
Torrance High										
West High										
Valle Lindo Elementary										
Dean L. Shively										
Walnut Valley Unified										
Chaparral Middle										
Del Paso High										
Diamond Bar High										
South Pointe Middle										
Suzanne Middle										
Walnut High										
West Covina Unified										
Cameron Elementary										
Coronado Continuation High										
Edgewood Middle										
West Covina High										
Westside Union Elementary										
Walker (Joe) Middle										
Whittier City Elementary										
Dexter (Walter F) Intermediate										
Edwards (Katherine) Intermediate	602365			Y						
Whittier Union High										
California High	193130			Y				Y		
Frontier High										
La Serna High	193486			Y						
Pioneer High	193688							Y		
Santa Fe High	193790			Y				Y		
Whittier High	193970			Y			Y	Y		
William S. Hart Union High										
Arroyo Seco Junior High										
Bowman (Jereann) High										
Canyon High										
Hart (William S) Senior High										
Learning Post High										
Placerita Junior High										
Saugus High										
Sierra Vista Junior High										
Wilsona Elementary										
Challenger Middle										
Wiseburn Elementary										
Dana (Richard Henry) Elementary										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Madera County										
Alview-Dairyland Union Elementary										
Dairyland Elementary										
Bass Lake Elementary										
Oak Creek Intermediate										
Chowchilla Elementary										
Wilson Elementary										
Chowchilla Union High										
Chowchilla High										
Gateway High										
Madera Unified										
Furman (Duane E.) High										
Jefferson (Thomas) Junior High	602405						Y			
Madera High	203570						Y			
Sugar Pine High										
Yosemite Union High										
Ahwahnee Hills High										
Foothill High										
Raymond High										
Yosemite High	203001						Y			
Marin County										
Dixie Elementary										
Miller Creek Middle										
Kentfield Elementary										
Kent (Adaline E) Middle										
Larkspur Elementary										
Hall Middle										
Mill Valley Elementary										
Mill Valley Middle										
Novato Unified										
North Marin High										
Novato High										
San Jose Middle										
San Marin High										
Sinaloa Middle										
Reed Union Elementary										
Del Mar Intermediate										
Ross Valley Elementary										
White Hill Middle										
San Rafael City Elementary										
James B Davidson Middle										
San Rafael City High										
Madrone High										
San Rafael High										
Terra Linda High										
Shoreline Unified										
Tomales High										
Tamalpais Union High										
Mewah Mountain High										
Redwood High										
Sir Francis Drake High										
Tamalpais High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Mariposa County										
Mariposa County Unified										
Coulterville High										
Mariposa County High										
Mariposa Junior High										
Spring Hill High And Continuation										
Yosemite Park High										
Mendocino County										
Anderson Valley Unified										
Anderson Valley Jr /Sr High										
Rancheria Continuation										
Fort Bragg Unified										
Fort Bragg Middle										
Fort Bragg Senior High										
Leggett Valley High										
North Coast Continuation High										
Laytonville Unified										
Laytonville High										
Mendocino Unified										
Mendocino Community High										
Mendocino High										
Mendocino Middle										
Point Arena Joint Union High										
Point Arena High										
South Coast Continuation										
Potter Valley Unified										
Centerville High										
Potter Valley High										
Round Valley Unified										
Round Valley High										
Ukiah Unified										
Pomolita Middle										
Redwood Valley Middle										
South Valley High										
Ukiah High										
Willits Unified										
Baechtel Grove Middle										
San Hedrin Continuation										
Willits Junior-Senior High										
Merced County										
Atwater Elementary										
Mitchell Intermediate										
Ballico-Cressey Elementary										
Ballico Elementary										
Delhi Elementary										
El Capitan Elementary										
Dos Palos Joint Union Elementa										
Bryant Elementary										
Dos Palos Joint Union High										
Dos Palos Joint Union High	243120		Y							
Westside High										
Gustine Unified										
Gustine High										
Pioneer High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Hilmar Unified										
Hilmar Junior-Senior High										
Le Grand Union High										
Granada High										
Le Grand High										
Livingston Union Elementary										
Livingston Intermediate										
Los Banos Unified										
Los Banos High										
Los Banos Junior High										
San Luis High										
Merced City Elementary										
Herbert Hoover Intermediate										
Rudolph Rivera Intermediate										
Tenaya Intermediate										
Merced Union High										
Atwater High										
Livingston High										
Merced High, East										
Merced High, North										
Yosemite High										
Winton Elementary										
Sparkes (Frank) Elementary										
Modoc County										
Modoc Joint Unified										
Modoc High										
Modoc Junior High										
Warner High (Cont)										
Surprise Valley Joint Unified										
Surprise Valley High										
Tulelake Basin Joint Unified										
Tulelake High										
Mono County										
Eastern Sierra Unified										
Coleville High										
Lee Vining High										
Mammoth Unified										
Mammoth High										
Monterey County										
Carmel Unified										
Carmel High										
Carmel Middle										
Carmel Valley High										
Gonzales Union Elementary										
Fairview Middle	602609						Y			
Gonzales Union High										
Gonzales High	273088						Y			
Pinnacles High										
King City Joint Union High										
King City High										
Los Padres High										
King City Union Elementary										
San Lorenzo Elementary										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Monterey Peninsula Unified										
Colton (Walter) Middle										
Cypress High										
Fitch (Roger S) Middle										
King (Martin Luther) Middle	605872						Y			
Los Arboles Middle										
Marina La Via Continuation										
Monterey High	273280						Y			
Seaside High	273534						Y			
North Monterey County Unified										
El Camino High										
Gambetta (Joseph) Middle										
Moss Landing Middle										
North Monterey County High										
Pacific Grove Unified										
Community High										
Pacific Grove High										
Pacific Grove Middle										
Pacific Valley Unified										
Pacific Valley K-12										
Salinas Union High										
Alisal High	273010						Y			
El Sausal Junior High	605876						Y			
Mt Toro High										
North Salinas High										
Salinas High	273455						Y			
Washington Junior High										
Santa Rita Union Elementary										
Gavilan View Middle										
Napa County										
Calistoga Joint Unified										
Calistoga Junior-Senior High										
Palisades High										
Napa Valley Unified										
Napa High										
Redwood Middle										
Silverado Middle										
Temescal High										
Vintage High										
St Helena Unified										
Madrone High										
St Helena Senior High	283710						Y			
Stevenson (Robert Louis) Intermediate										
Nevada County										
Grass Valley Elementary										
Gilmore (Lyman) Intermediate										
Nevada City Elementary										
Seven Hills Intermediate										
Nevada Joint Union High										
Bear River High										
Empire Continuation High										
Nevada Union High										
Sierra Mountain High										
Pleasant Ridge Union Elementary										
Magnolia Intermediate										
Twin Ridges Elementary										
Grizzly Hill Elementary										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Orange County										
Anaheim Union High										
Anaheim High	303022			Y	Y		Y			
Ball Junior High										
Brookhurst Junior High										
Cypress High	303003						Y			
Dale Junior High										
Gilbert High										
Katella High										
Kennedy (John F) High										
Lexington Jr High										
Loara High										
Magnolia High										
Orangeview Junior High										
Savanna High	303671						Y			
South Junior High										
Sycamore Junior High										
Walker Junior High										
Western High										
Brea-Olinda Unified										
Brea Canyon High										
Brea Junior High										
Brea-Olinda High										
Buena Park Elementary										
Buena Park Junior High										
Pierce Educational Center	702564						Y			
Capistrano Unified										
Capistrano Valley High										
Dana Hills High	303856						Y			
Forster (Marco F) Junior High										
Niguel Hills Junior High										
San Clemente High										
Serra High										
Shorecliffs Junior High										
Fountain Valley Elementary										
Fulton (Harry C) Middle										
Masuda (Kazuo) Middle										
Talbert (Samuel E.) Middle										
Fullerton Elementary										
Ladera Vista Junior High										
Nicolas Junior High										
Parks (D Russell) Junior High										
Fullerton Joint Union High										
Buena Park High										
Fullerton High	303250						Y			
La Habra High	303336						Y			
La Vista High										
Sonora High										
Sunny Hills High	303734						Y			
Troy High										
Garden Grove Unified										
Alamitos Intermediate										
Bell (Hilton D) Intermediate										
Bolsa Grande High										
Doig (Leroy L) Intermediate	602855						Y			
Fitz (Stephen R.) Intermediate										
Garden Grove High	303275						Y			
Irvine (James) Intermediate										
Jordan (Donald S) Intermediat										
La Quinta High										
Lake High										
Los Amigos High	303393						Y			
McGarvin (Sarah) Intermediate										
Pacifica High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Garden Grove Unified (Continued)										
Ralston (Dr Walter C.) Intermediate										
Rancho Alamitos High										
Santiago High	303655						Y			
Huntington Beach City Elementary										
Dwyer (Ethel) Middle										
Sowers (Isaac L) Middle										
Huntington Beach Union High										
Edison High										
Fountain Valley High										
Huntington Beach High										
Marina High	303441		Y							
Ocean View High										
Westminster High	303844		Y							
Wintersburg High (Cont)										
Irvine Unified										
Irvine High	303015						Y			
Lakeside Middle										
Rancho San Joaquin Intermediat										
S E L F Alternative High										
Sierra Vista Middle										
University High										
Venado Middle										
Woodbridge High										
La Habra City Elementary										
Imperial Middle										
Washington Middle										
Laguna Beach Unified										
Laguna Beach High										
Thurston Middle										
Los Alamitos Unified										
Laurel High										
Los Alamitos High	303391						Y			
McAuliffe (Sharon Christa) Middle										
Newport-Mesa Unified										
Corona Del Mar High										
Costa Mesa High										
Ensign (Horace) Intermediate										
Estancia High	303200						Y			
Newport Harbor High										
Tewinkle (Charles W) Intermed										
Orange Unified										
Canyon High										
Cerro Villa Junior High										
El Modena High										
El Rancho Middle										
Orange High										
Portola Junior High										
Richland Continuation High										
Santiago Middle										
Villa Park High										
Yorba Middle										
Placentia Unified										
El Camino Real Continuation Hi										
El Dorado High										
Esperanza High										
Kraemer Junior High										
Tuffree (Col J K.) Junior Hi										
Valencia High	303802							Y		
Yorba (Bernardo) Junior High										
Yorba Linda Middle										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Saddleback Valley Unified										
El Toro High	303006						Y			
La Paz Intermediate										
Laguna Hills High										
Los Alisos Intermediate										
Mission Viejo High										
Serrano Intermediate										
Silverado High (Cont)										
Trabuco Hills High										
Santa Ana Unified										
Carr (Gerald P) Intermediate	605898						Y	Y		
Century High	303049		Y							
Lathrop Intermediate	605897						Y			
Mac Arthur (Douglas) Fundamental Intermediate	610282						Y			
McFadden Intermediate	606174		Y				Y	Y		
Mountain View High										
Our Lady Of The Pillar	696509						Y			
Saddleback High	303582		Y				Y	Y		
Santa Ana High	303635		Y	Y			Y	Y		
Sierra Intermediate	603041						Y			
Spurgeon Intermediate	609468		Y				Y	Y		
St Joseph Elem School	697373						Y			
Valley High	303645		Y				Y	Y		
Willard Intermediate	606175		Y				Y			
Tustin Unified										
Columbus Tustin Middle										
Currie (A. G) Middle										
Foothill High	303210						Y			
Hewes Middle										
Hillview High										
Tustin High										
Westminster Elementary										
Johnson Middle										
Stacey Intermediate										
Warner Middle										
Placer County										
Auburn Union Elementary										
E V Cain Elementary										
Eureka Union Elementary										
Eureka Union Elementary										
Willma Cavitt Elementary										
Foresthill Union Elementary										
Foresthill Divide Middle										
Placer Hills Union Elementary										
Weimar Hills Junior High										
Placer Union High										
Addolescent Day Treatment										
Chana High										
Colfax High										
Del Oro High										
Placer High										
Rocklin Unified										
Rocklin Elementary										
Roseville City Elementary										
Eich Intermediate										
Roseville Joint Union High										
Adelante High										
Oakmont High										
Roseville High										
Success High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Tahoe-Truckee Unified										
North Tahoe High										
North Tahoe Intermediate										
Sierra Continuation High										
Sierra Mountain Intermediate										
Tahoe-Truckee Junior Senior High										
Western Placer Unified										
Edwards (Glen) Intermediate										
Lincoln High										
Phoenix High										
Plumas County										
Plumas Unified										
Almanor High										
Beckwourth (Jim) High										
Chester Junior-senior High										
Greenville Junior-senior High										
Indian Valley High										
Portola Junior-senior High										
Quincy Junior-senior High										
Sierra High										
Riverside County										
Alvord Unified										
Alvord Continuation High										
Arizona Intermediate	603150						Y			
La Sierra High	333000						Y			
Loma Vista Intermediate										
Norte Vista High	333429						Y			
Wells Intermediate	603159						Y			
Banning Unified										
Banning High	333021			Y			Y			
Coombs (Susan B.) Intermediate	603164						Y			
New Horizon High										
Beaumont Unified										
Beaumont Senior High										
Mountain View Junior High										
San Andreas High										
Coachella Valley Unified										
Bobby G Duke Elementary	603169						Y			
Coachella Valley High	333099						Y			
John Kelley Elementary	603283						Y			
La Familia Continuation High										
Mecca Elementary	603225						Y			
Oasis Elementary	603236						Y			
West Shores High										
Westside Elementary	603284						Y			
Corona-Norco Unified										
Auburndale Junior High										
Buena Vista High (Occupational										
Centennial Senior High										
Corona Junior High	605903						Y			
Corona Senior High	333160						Y			
Horizon Continuation High										
Norco Junior High										
Norco Senior High										
Raney (Letha) Junior High	605904						Y			
Desert Sands Unified										
Amistad High										
Indio High	333319						Y			
Jefferson (Thomas) Middle										
La Quinta Middle	610775						Y			
Palm Desert High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Desert Sands Unified (Continued)										
Palm Desert Middle	603199						Y			
Wilson (Woodrow) Middle	603202						Y			
Hemet Unified										
Acacia Junior High										
Alessandro High										
Hamilton Elementary										
Hemet Junior High										
Hemet Senior High										
Jurupa Unified										
Ina Arbuckle Elementary	603217						Y			
Jurupa Middle	605907						Y			
Jurupa Valley High	333041						Y			
Mission Middle	606177						Y			
Nueva Vista Continuation High										
Pacific Avenue Elementary	603219						Y			
Rubidoux High	333713						Y			
Rustic Lane Elementary	603221						Y			
Lake Elsinore Unified										
Elsinore High										
Elsinore Junior High										
Ortega High										
Terra Cotta Junior High										
Menifee Union Elementary										
Menifee Middle										
Moreno Valley Unified										
Alessandro Middle	605908						Y			
Badger Springs Middle										
Butterfield Elementary	610350						Y			
Butterfield Middle										
Canyon Springs High	333039			Y			Y			
March Mountain High (Cont)										
Moreno Valley High	333377			Y			Y			
Mountain View Middle										
Sunnymead Elementary	603233			Y						
Sunnymead Middle										
Valley View High										
Palm Springs Unified										
Coffman (Nellie N) Middle										
Cree (Raymond) Middle										
Desert Springs Middle										
Mount San Jacinto High										
Palm Springs High										
Palo Verde Unified										
Blythe Junior High										
Palo Verde High										
Twin Palms Continuation										
Perris Union High										
Perris High	333597						Y			
Perris Lake High (Cont)										
Perris Valley Middle	605911						Y			
Pinacate Middle										
Riverside Unified										
Arlington High	333002						Y			
Central Middle	605912						Y			
Chemawa Middle	606179						Y			
Fremont Elementary	603258						Y			
Gage (Mathew) Middle	605913						Y			
Highland Elementary	603263						Y			
Jefferson Elementary	603266						Y			
Lincoln (Abraham) Continuation										
Longfellow Elementary	603269						Y			
North (John W) High	333440						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Riverside Unified (Continued)										
Polytechnic High	333623						Y			
Ramona High	333649						Y			
Sierra Middle	605914						Y			
University Heights Middle	605915						Y			
San Jacinto Unified										
Monte Vista Middle	605916						Y			
Mountain View High										
San Jacinto Senior High	333765						Y			
Temecula Valley Unified										
Margarita Middle										
Rancho Vista High										
Temecula Middle										
Temecula Valley High										
Sacramento County										
Center Unified										
Center High School	343037						Y	Y		
Center Junior High	603291							Y		
Dudley (Arthur S) Elementary	603290							Y		
McClellan High										
Del Paso Heights Elementary										
Del Paso Heights Elementary	603293							Y		
Fairbanks Elementary	603294							Y		
North Avenue Elementary	603297							Y		
Elk Grove Unified										
Daylor (William) High										
Elk Grove High	343257						Y	Y		
Florin High	343047						Y	Y		
Kennedy (Samuel) Elementary	603310							Y		
Kerr (Joseph) Middle	606180						Y	Y		
Omochumnes High										
Pioneer High										
Reese (David) Elementary	603302							Y		
Rio Cazadero High										
Rutter (James) Middle	605917						Y	Y		
Valley High	343017						Y	Y		
Elverta Joint Elementary										
Alpha Intermediate										
Folsom-Cordova Unified										
Alternative Instructional Center										
Cordova Senior High										
Folsom High										
Folsom Junior High										
Kinney High										
Mills Junior High										
Mitchell (W E.) Junior High										
Galt Joint Union Elementary										
Galt Middle										
Galt Joint Union High										
Estrellita Continuation High										
Galt High	343347						Y			
Grant Joint Union High										
Aero Haven High Continuation										
Don Julio Junior High	605922						Y	Y		
Foothill Farms Junior High	605923						Y			
Foothill High	343326						Y			
Grant Union High	343379						Y	Y		
Highlands High	343437						Y	Y		
Martin Luther King, Jr Junior High	610278						Y	Y		
Rio Linda High	343697						Y			
Rio Linda Junior High	605925						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Grant Joint Union High (Continued)										
Rio Tierra Fundamental Junior High	605926						Y	Y		
Rista Nueva High (Cont)										
Natomas Union Elementary										
Natomas Junior High										
River Delta Joint Unified										
Delta High										
Rio Vista High	483530			Y						
Riverview Elementary										
Sacramento City Unified										
Albert Einstein Middle	605927						Y	Y		
American Legion High										
Argonaut High										
Bret Harte Elementary	603380							Y		
C K. Mcclatchy High	343541						Y	Y		
California Middle	605928						Y	Y		
Edward Kemble Elementary	603391							Y		
Fern Bacon Middle	605930						Y			
Freeport Elementary	603396							Y		
Fruit Ridge Elementary	603398							Y		
Goethe (Charles M) Middle	605929						Y	Y		
H W Harkness Elementary	603399							Y		
Hiram W Johnson High	343463						Y	Y		
Hubert H Bancroft Elementary	603401							Y		
Jedediah Smith Elementary	603403							Y		
John Bidwell Elementary	603404							Y		
John F Kennedy High	343476						Y	Y		
John H Still Middle	605932						Y	Y		
Kit Carson Middle	606183						Y			
Luther Burbank High	343101							Y		
Sacramento High	343755						Y	Y		
Sam Brannan Middle	605935						Y	Y		
Sutter Middle	606669						Y	Y		
Will C. Wood Junior High	605936							Y		
San Juan Unified										
Arcade Middle										
Arden Middle										
Barrett Middle										
Bella Vista High										
Carnegie Middle										
Casa Roble Fundamental High	343111						Y			
Casa Viva Continuation High										
Children's Receiving Home Of Sacramento										
Churchill Middle										
Del Campo High	343205						Y			
El Camino Fundamental High	343231						Y			
Encina High	343283						Y			
Greer Elementary	603459							Y		
Howe Avenue Elementary	603462							Y		
La Entrada Continuation High										
La Vista Continuation High										
Loma Vista (Cont)										
Los Amigos Continuation High										
Mesa Verde High										
Mira Loma High										
Palos Verde Continuation										
Pasteur Middle										
Rio Americano High										
Rio Del Sol Continuation High										
Rogers Middle										
San Juan High	343850						Y	Y		
Sierra Nueva High										
Sierra Vista High										
Starr King Intermediate										
Sylvan Middle										
Via Del Campo Continuation High										
Vista Bonita (Cont)										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
San Benito County										
Hollister Elementary										
Rancho San Justo Elementary	607108						Y			
San Benito High										
San Andreas Continuation High										
San Benito High	353700						Y			
San Bernardino County										
Alta Loma Elementary										
Alta Loma Middle										
Apple Valley Unified										
Apple Valley High										
Apple Valley Junior High										
Willow Park High										
Baker Valley Unified										
Baker High										
Barstow Unified										
Barstow High										
Barstow Junior High										
Central High										
Bear Valley Unified										
Big Bear High										
Big Bear Middle										
Chautauqua High										
Central Elementary										
Cucamonga Intermediate										
Chaffey Union High										
Alta Loma High										
Chaffey High										
Etiwanda High										
Montclair High	363390			Y						
Ontario High										
Valley View High	363765						Y			
Chino Unified										
Boys Republic High										
Briggs (Lyle S) Fundamental										
Buena Vista Continuation High										
Chino Senior High										
Don Antonio Lugo High Yr										
Magnolia Junior High Yr										
Ramona Junior High Yr										
Townsend (Robert O) Jr High										
Colton Joint Unified										
Bloomington High	363132			Y						
Bloomington Junior High	605938						Y			
Colton High	363274			Y			Y			
Colton Junior High	606185			Y						
Slover Mountain High										
Terrace Hills Junior High										
Cucamonga Elementary										
Rancho Cucamonga Middle										
Etiwanda Elementary										
Etiwanda Intermediate										
Fontana Unified										
Alder Junior High	605939						Y			
Birch High										
Citrus High (Cont)										
Fontana High	363330			Y			Y			
Fontana Junior High										

Institution Name	School Code	Access CCPP	Access CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Fontana Unified (Continued)										
Fontana Unified Alternative Studies										
Sequoia Junior High										
Helendale Elementary										
Riverview Middle										
Hesperia Unified										
Hesperia High										
Hesperia Junior High										
Mojave High										
Lucerne Valley Unified										
Lucerne Valley Middle										
Morongo Unified										
La Contenta Junior High										
Monument Alternative/continuat										
Sky Alternative/continuation										
Twentynine Palms High										
Twentynine Palms Junior High										
Yucca Valley High										
Needles Unified										
Needles Junior/Senior High										
Ontario-Montclair Elementary										
Buena Vista Opportunity										
DeAnza Junior High										
Imperial Junior High										
Serrano Junior High										
Vernon Middle										
Vina Danks Middle										
Redlands Unified										
Clement Junior High										
Cope Junior High										
Moore Junior High										
Orangewood High										
Redlands Senior High	363504			Y						
Rialto Unified										
Eisenhower Senior High	363300			Y			Y			
Frisbie Junior High	605944			Y			Y			
Kolb Junior High										
Milor Continuation High										
Rialto Junior High										
Rim Of The World Unified										
Mary P Henck Intermediate										
Mountain High										
Rim Of The World Senior High										
San Bernardino City Unified										
Arrowview Middle	606190							Y		
Cajon High	363222			Y						
Curtis Middle										
Del Vallejo Middle										
Golden Valley Middle										
Richardson Prep Hi										
San Andreas High										
San Bernardino High	363584						Y	Y		
San Gorgonio High	363608			Y						
Serrano Middle										
Shandin Hills Middle										
Sierra High										
601 School										
Silver Valley Unified										
Calico High										
Daggett Middle										
Fort Irwin Middle										
Silver Valley High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Snowline Joint Unified										
Chaparral High										
Pinon Mesa Middle										
Serrano High										
Trona Joint Unified										
Trona Continuation High										
Trona High										
Upland Unified										
Hillside High (Cont)										
Pioneer Junior High										
Upland High										
Upland Junior High										
Victor Valley Union High										
High Desert High										
Imogene Garner Hook Junior High										
Victor Valley High										
Victor Valley Junior High										
Yucaipa Joint Unified										
Green Valley High										
Yucaipa High										
Yucaipa Middle										
San Diego County										
Alpine Union Elementary										
Mac Queen (Joan) Middle										
Bonsall Union Elementary										
Bonsall Middle										
Borrego Springs Unified										
Borrego Springs High										
Cajon Valley Union Elementary										
Cajon Valley Intermediate										
Emerald Intermediate										
Greenfield Intermediate										
Montgomery Middle										
Carlsbad Unified										
Carlsbad High										
La Palma High										
Valley Junior High										
Coronado Unified										
Coronado High										
Coronado Middle										
Escondido Union Elementary										
Del Dios Middle										
Grant Middle										
Hidden Valley Middle										
Escondido Union High										
Escondido High	373206						Y			
Orange Glen High										
San Pasqual High										
Valley High										
Fallbrook Union Elementary										
Potter (James E.) Intermediate	603827						Y			
Fallbrook Union High										
Fallbrook High	373217						Y			
Ivy High										
Grossmont Union High										
Chaparral High (Cont)										
El Cajon Valley High	373169			Y						

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Grossmont Union High (Continued)										
El Capitan High										
Granite Hills High										
Grossmont High										
Helix High	373273			Y			Y			
Monte Vista High	373454			Y			Y			
Mt Miguel High	373476			Y			Y	Y		
Santana High	373790			Y						
Special Education Program	373807			Y						
Valhalla High	373006			Y						
West Hills High										
Jamul-Dulzura Union Elementary										
Oak Grove Middle										
Julian Union Elementary										
Julian Junior High										
Julian Union High										
Julian High										
La Mesa-Spring Valley										
La Mesa Middle	603849						Y			
La Presa Middle	606700						Y			
Parkway Middle										
Spring Valley Middle										
Lakeside Union Elementary										
Lakeside Middle										
Tierra Del Sol Middle										
Lemon Grove Elementary										
Lemon Grove Middle										
Palm Middle										
Mountain Empire Unified										
Mountain Empire High										
Mountain Empire Junior High										
Oceanside City Unified										
El Camino High	373901						Y			
Jefferson Junior High	603883						Y			
Lincoln Junior High	603886						Y			
Ocean Shores High										
Oceanside High	373520				Y		Y			
Plato High										
Poway Unified										
Abraxas Continuation High										
Bernardo Heights Middle										
Black Mountain Middle										
Meadowbrook Middle										
Mt Carmel High										
Poway High										
Twin Peaks Middle										
Ramona City Unified										
Montecito High										
Peirce (Olive E) Junior High										
Ramona High	373597						Y			
Rancho Santa Fe Elementary										
Rancho Santa Fe Middle										
San Diego City Unified										
Bell Junior High	605958						Y			
Challenger Junior High										
Clairemont Senior High	373121			Y	Y		Y			
Correia Junior High	605959			Y						
Crawford Senior High	373158			Y			Y			
De Portola (Gasper) Middle										
Farb Middle										

Institution Name	School Code	Access CCPP	Access CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
San Diego City Unified (Continued)										
Garfield High										
Gompers Secondary	373030			Y			Y	Y		
Henry Senior High	373278			Y			Y			
Hoover Senior High	373299			Y			Y			
Kearny Senior High	373332			Y			Y			
Keiller Middle	603981						Y			
Kroc Middle										
La Jolla Senior High	373350			Y			Y			
Lewis Junior High	605963						Y			
Lincoln Senior High	373358			Y	Y		Y	Y		
Mabel E. O'Farrell/Creative &										
Madison Senior High	373369			Y	Y		Y	Y		
Mann Junior High										
Marston Middle	605965						Y			
Memorial Junior High	606195						Y			
Mira Mesa Senior High	373018			Y			Y			
Mission Bay Senior High	373443			Y			Y			
Montgomery Junior High	605967						Y			
Morse Senior High	373465			Y			Y	Y		
Muirlands Junior High	605968						Y			
Pacific Beach Middle	605969			Y						
Pershing Junior High	606197						Y			
Point Loma Senior High	373575			Y	Y		Y			
Roosevelt Junior High	605970						Y			
San Diego Senior High	373715			Y	Y		Y			
Serra Junior Senior High	373017			Y			Y			
Standley Junior High	609659						Y			
Taft Junior High	605971						Y			
Twain Junior/Senior High	373023			Y						
University City High	373031			Y			Y			
Wangenheim Junior High	609784						Y			
Wiggin Special Day										
Wilson Middle	606198						Y			
San Dieguito Union High										
Diegueno Junior High	610474						Y			
Earl Warren Junior High										
Oak Crest Junior High	605973						Y			
San Dieguito High	373741						Y			
Sunset High										
Torrey Pines High										
San Marcos Unified										
San Marcos High	373763						Y			
San Marcos Junior High										
Twin Oaks High										
San Pasqual Union Elementary										
San Pasqual Union	604033						Y			
San Ysidro Elementary										
San Ysidro Middle	609845						Y			
Sweetwater Union High										
Bonita Vista Junior High	605974						Y			
Bonita Vista Senior High	373040						Y			
Castle Park Middle	605975						Y			
Castle Park Senior High	373080						Y			
Chula Vista Junior High	605976						Y			
Chula Vista Senior High	373106						Y	Y		
Granger Junior High	605977						Y			
Hilltop Junior High	606200						Y			
Hilltop Senior High	373284						Y			
Mar Vista Middle	605978						Y			
Mar Vista Senior High	373395						Y			
Montgomery Junior High	607089						Y			
Montgomery Senior High	373823						Y	Y		
National City Junior High	605979						Y			
Palomar High										

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Sweetwater Union High (Continued)										
Southwest Junior High	606201						Y			
Southwest Senior High	373012				Y		Y	Y		
Sweetwater Senior High	373822				Y		Y			
Valley Center Union Elementary										
Valley Center Middle										
Vista Unified										
Alta Vista High										
Lincoln Middle	605980						Y			
Palomar High										
Rancho Buena Vista High										
Roosevelt Middle										
Vista High	373870						Y			
Washington Middle										
San Francisco County										
San Francisco Unified										
A. P Giannini Middle										
Abraham Lincoln High										
Alamo Park High										
Aptos Middle	606202						Y			
Balboa High	383028						Y	Y		
Bay Senior High										
Benjamin Franklin Middle	605983	Y								
Burton (Philip A) High	383025						Y	Y		
Downtown High										
Everett Middle	606203	Y					Y			
Francisco Middle										
Galileo High	383176						Y			
George Washington High	383908						Y			
Herbert Hoover Middle										
Hilltop High										
Holy Name Elementary	698127						Y			
Horace Mann Middle	606204	Y								
J Eugene Mcateer High	383007						Y			
James Denman Middle										
James Lick Middle	606205	Y					Y			
John A O'Donnell High	383476						Y			
Lowell High	383340						Y	Y		
Luther Burbank Middle	605987	Y					Y	Y		
Marina Middle										
Mark Twain High										
Martin Luther King Academic Middle	605988	Y					Y			
Mission High	383408				Y		Y			
Newcomer High										
Potrero Hill Middle	607205	Y					Y			
Presidio Middle										
Raoul Wallenberg Traditional High	383020						Y			
Roosevelt Middle	605990						Y			
St Paul Of The Shipwreck	698059						Y			
Sunshine High										
Visitacion Valley Middle	605991	Y						Y		
Woodrow Wilson High	383940	Y					Y			
San Joaquin County										
Escalon Unified										
El Portal Middle										
Escalon High										
Vista High										
Lincoln Unified										
Larsson (Sture) High										
Lincoln High	393380						Y			
McCandless (John) High										
Pacific Middle										
Sierra Middle										

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Linden Unified										
Linden Continuation High										
Linden High										
Lodi Unified										
Delta Sierra Middle										
Liberty High	393476						Y			
Lodi High	393478						Y			
Morada Middle										
Senior Elementary										
Tokay High	393475						Y			
Woodbridge Middle										
Manteca Unified										
Calla High										
East Union High										
Manteca High										
Ripon Unified										
Ripon Continuation										
Ripon High										
Stockton City Unified										
Community Services High										
Edison Senior High	393210						Y			
Franklin Senior High	393265						Y			
Fremont Middle	605992						Y			
Gateway High										
Golden Valley High										
Hamilton Middle	606587						Y			
Independent Learning Center										
Marshall Middle	605993						Y			
Pacific Horizons High										
Stagg Senior High	393740						Y			
Webster Middle	606208						Y			
Tracy Elementary										
Clover (H Alfred) Middle										
Monte Vista Middle										
Tracy Joint Union High										
Duncan-Russell Continuation										
Tracy High	393800						Y			
San Luis Obispo										
Atascadero Unified										
Atascadero High										
Atascadero Junior High										
Oak Hills High										
Cambria Union Elementary										
Santa Lucia Middle										
Coast Joint Union High										
Coast High										
Lucia Mar Unified										
Arroyo Grande High										
Judkins Intermediate										
Lopez Continuation High										
Paulding Intermediate										
Paso Robles Joint Union High										
Liberty High										
Paso Robles High	403575							Y		
Paso Robles Union Elementary										
George H Flamson Middle	610157							Y		
San Luis Coastal Unified										
Laguna Junior High										
Los Osos Junior High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
San Luis Coastal Unified (Continued)										
Morro Bay High										
Pacific Beach Cont High										
San Luis Obispo High										
Shandon Joint Unified										
Shandon High										
Templeton Unified										
Templeton High										
Templeton Middle										
San Mateo County										
Bayshore Elementary										
Robertson (Garnet J) Intermed										
Belmont Elementary										
Ralston Intermediate										
Brisbane Elementary										
Lipman Intermediate										
Burlingame Elementary										
Burlingame Intermediate										
Cabrillo Unified										
Cunha (Manuel F) Intermediate										
Half Moon Bay High										
Pilarcitos High										
Hillsborough City Elementary										
Crocker Middle										
Jefferson Elementary										
Franklin (Benjamin) Intermedia										
Pollicita (Thomas R.) Middle										
Rivera (Fernando) Intermediate										
Jefferson Union High										
Jefferson High										
Oceana High										
Terra Nova High										
Westmoor High										
La Honda-Pescadero Unified										
Pescadero Continuation High										
Pescadero High										
Las Lomitas Elementary										
La Entrada Middle										
Menlo Park City Elementary										
Encinal Elementary										
Hillview Middle										
Millbrae Elementary										
Taylor Intermediate										
Portola Valley Elementary										
Corte Madera Elementary										
Ravenswood City Elementary										
Green Oaks Intermediate										
Ravenswood Middle	604436						Y	Y		
Redwood City Elementary										
Kennedy (John F) Middle	604453						Y			
McKinley Intermediate	604455						Y			
San Bruno Park Elementary										
Parkside Intermediate										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
San Carlos Elementary										
Central Middle										
San Mateo City Elementary										
Abbott Middle										
Bayside Middle										
Borel Middle										
Bowditch Middle										
Russell Bede School	700880						Y			
San Mateo Union High										
Aragon High										
Burlingame High										
Capuchino High										
Hillsdale High										
Mills High										
Peninsula High										
San Mateo High										
Sequoia Union High										
Carlmont High	413099						Y	Y		
Menlo-Atherton High	413371						Y	Y		
Redwood High										
Sequoia High	413669						Y	Y		
Woodside High	413805						Y	Y		
South San Francisco Unified										
Alta Loma Junior High										
Baden High										
El Camino High										
Parkway Junior High										
South San Francisco High	413727							Y		
Westborough Junior High										
Santa Barbara										
Carpinteria Unified										
Carpinteria Junior High	606000			Y			Y			
Carpinteria Senior High	423058			Y			Y			
Cuyama Joint Unified										
Cuyama Valley High										
Guadalupe Union Elementary										
McKenzie (Kermit) Junior High	604552						Y			
Lompoc Unified										
Cabrillo Senior High	423045						Y			
Lompoc Middle	606001						Y			
Lompoc Senior High	423306						Y			
Maple High										
Vandenberg Middle										
Orcutt Union Elementary										
Lakeview Junior High										
Orcutt Elementary										
Santa Barbara High										
Dos Pueblos Continuation High										
Dos Pueblos Senior High	423172			Y			Y	Y		
Goleta Valley Junior High										
La Colina Junior High	606209						Y			
La Cuesta Continuation High										
La Cumbre Junior High	606004							Y		
Las Alturas High_(Cont)										
San Marcos Continuation High										
San Marcos Senior High	423523			Y	Y			Y		
Santa Barbara Junior High	606005			Y			Y	Y		
Santa Barbara Senior High	423572			Y	Y		Y	Y		

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Santa Maria Joint Union High										
Delta High (Cont)										
Righetti (Ernest) High	423461						Y			
Santa Maria High	423603						Y			
Santa Maria-Bonita Elementary										
El Camino Elementary	604599						Y			
Fesler (Isaac) Elementary	604601						Y			
Santa Ynez Valley Union High										
Refugio High										
Santa Ynez Valley Union High	423634						Y			
Solvang Elementary										
Solvang Upper										
Santa Clara County										
Alum Rock Union Elementary										
Fischer (Clyde L.) Middle	604614					Y	Y			
George (Joseph) Middle										
Mathson (Lee) Middle	604619						Y			
Ocala Middle										
Pala Middle	604628					Y	Y			
Sheppard (William L.) Middle										
Berryessa Union Elementary										
Morrill Middle										
Piedmont Middle										
Sierramont Middle	609303							Y		
Cambrian Elementary										
Ida Price Middle										
Campbell Union Elementary										
Campbell Middle										
Monroe Middle										
Rolling Hills Middle										
Campbell Union High										
Blackford High										
Branham High										
Del Mar High										
Leigh High										
Prospect High										
Westmont High										
Cupertino Union Elementary										
Cupertino Intermediate										
Hyde Intermediate										
Kennedy Intermediate										
Miller Intermediate										
East Side Union High										
Foothill High										
Hill (Andrew P) High	433299						Y	Y		
Independence High	433003						Y	Y		
Lick (James) High	433363						Y	Y		
Mt Pleasant High	433490						Y	Y		
Oak Grove High	433520							Y		
Overfelt (William C) High	433542						Y	Y		
Piedmont Hills High	433590							Y		
Santa Teresa High	433002							Y		
Silver Creek High	433790						Y	Y		
Yerba Buena High	433001						Y	Y		
Evergreen Elementary										
Leyva (George V) Intermediate	608569						Y			
Quimby Oak Intermediate										
Franklin-McKinley Elementary										
Fair (J Wilbur) Junior High	604722					Y	Y	Y		
Sylvandale Junior High	604727						Y	Y		

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Fremont Union High										
Cupertino High										
Fremont High										
Homestead High										
Lynbrook High										
Monta Vista High										
Gilroy Unified										
Gilroy High	433283				Y		Y	Y		
Mt Madonna High										
South Valley Junior High	609821						Y			
Loma Prieta Joint Union Elemen										
English (C. T) Middle										
Los Altos Elementary										
Blach (Georgina P) Intermediate										
Egan (Ardis G) Intermediate										
Los Gatos Union Elementary										
Fisher (Raymond J) Middle										
Los Gatos-Saratoga Joint Union High										
Los Gatos High										
Mark Twain High										
Saratoga High										
Milpitas Unified										
Calaveras Hills Continuation H										
Milpitas High	433447						Y	Y		
Rancho Milpitas Junior High	604766						Y	Y		
Russell (Thomas) Junior High	604768							Y		
Moreland Elementary										
Castro (Elvira) Middle										
Rogers (Samuel Curtis) Middle										
Morgan Hill Unified										
Britton (Lewis H) Middle										
Central High										
Live Oak High										
Murphy (Martin) Middle										
Mountain View Elementary										
Graham (Isaac Newton) Elem	604798						Y			
Mountain View-Los Altos Union High										
Los Altos High	433411						Y			
Mountain View High	433472						Y			
Shoreline High										
Mt Pleasant Elementary										
Boeger (August) Middle	604803					Y	Y			
Oak Grove Elementary										
Bernal Intermediate										
Davis (Caroline) Elementary										
Herman (Leonard) Intermediate										
Palo Alto Unified										
Gunn (Henry M) High										
Palo Alto High										
Stanford (Jane Lathrop) Middle										
San Jose Unified										
Broadway High										
Burnett (Peter) Middle										
Castillero Middle										
Gunderson High										
Harte (Bret) Middle										
Hoover (Herbert) Middle	606211						Y			
Leland High										
Lincoln (Abraham) High	433379							Y		

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San Jose Unified (Continued)										
Markham (Edwin) Middle	606011							Y		
Muir (John) Middle										
Pioneer High										
San Jose High Academy										
Steinbeck Middle										
Willow Glen High										
Santa Clara Unified										
Buchser Middle	433012						Y			
Peterson Middle										
Santa Clara High										
Valley High										
Wilcox (Adrian) High										
Saratoga Union Elementary										
Redwood Intermediate										
Sunnyvale Elementary										
Sunnyvale Junior High										
Union Elementary										
Dartmouth Middle	695335						Y			
Denman Elem School										
Union Middle										
Whisman Elementary										
Crittenden Elementary	604947						Y			
Santa Cruz County										
Live Oak Elementary										
Del Mar Middle										
Pajaro Valley Joint Unified										
Aptos High	443051		Y				Y			
Aptos Junior High	604964		Y				Y			
Hall (E.A.) Middle	604968		Y				Y			
Pajaro Middle	604975		Y				Y			
Renaissance High										
Rolling Hills Middle	604978		Y				Y			
Watsonville High	443790		Y				Y	Y		
San Lorenzo Valley Unified										
San Lorenzo Valley High										
San Lorenzo Valley Junior High										
White Oak Continuation High										
Santa Cruz City High										
Ark Alternative, The										
Branciforte Junior High										
Harbor High										
Loma Prieta High										
Mission Hill Junior High										
Santa Cruz High										
Soquel High										
Scotts Valley Union Elementary										
Scotts Valley Middle										
Soquel Elementary										
New Brighton Middle										
Shasta County										
Anderson Union High										
Anderson High										
North Valley High										
West Valley High										
Buckeye Elementary										
Buckeye Junior High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Cascade Union Elementary										
Anderson Elementary										
Cottonwood Union Elementary										
West Cottonwood Junior High										
Enterprise Elementary										
Parsons Junior High										
Fall River Joint Unified										
Burney Junior-Senior High										
Fall River Junior-Senior High										
Mountian View High										
Happy Valley Union Elementary										
Happy Valley Elementary										
Junction Elementary										
Junction Intermediate										
Redding Elementary										
Sequoia Middle										
Shasta Lake Union Elementary										
Central Valley Intermediate										
Shasta Union High										
Central Valley High										
Enterprise High										
Nova High										
Pioneer Continuation High										
Shasta High										
Sierra County										
Sierra-Plumas Joint Unified										
Downieville Junior-Senior High										
Loyalton High										
Loyalton Intermediate										
Pliocene Ridge Junior-Senior H										
Siskiyou County										
Butte Valley Unified										
Butte Valley High										
Dunsmuir Joint Union High										
Dunsmuir High										
Etna Union High										
Etna Junior Senior High										
Scott Valley Junior High										
Mt. Shasta Union Elementary										
Sisson Elementary										
Siskiyou Union High										
Happy Camp High										
McCloud High										
Mt Shasta High										
Weed High										
Yreka Union Elementary										
Jackson Street Elementary										
Yreka Union High										
Discovery High										
Yreka High										
Solano County										
Benicia Unified										
Benicia High	483100			Y						
Benicia Middle	605098						Y			
Liberty High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Dixon Unified										
Dixon High	483225			Y			Y			
Jacobs (C.A.) Intermediate	605102						Y			
Maine Prairie High										
Fairfield-Suisun Unified										
Armijo High	483045			Y						
Bird (Mary) High										
Fairfield High	483300			Y						
Grange Middle										
Green Valley Middle										
Sem Yeto Continuation High										
Sullivan (Charles L.) Middle										
Travis Unified										
Golden West Intermediate	605126			Y						
North Campus Continuation High										
Vanden High	483880			Y						
Vacaville Unified										
Country High										
Jepson (Willis) Junior High	606018			Y						
Vaca Pena Intermediate	610636			Y						
Vacaville High	483780			Y			N			
Wood (Will C) High	606715			Y			Y			
Vallejo City Unified										
Franklin Junior High	606212			Y						
Hogan Senior High	483395			Y	Y		Y			
Peoples High	483805			Y						
Solano Junior High	606019			Y						
Springstowne Junior High										
Vallejo Junior High										
Vallejo Senior High	483850			Y	Y					
Sonoma County										
Analy Union High										
Analy High										
El Molino High										
Laguna High										
Cloverdale Unified										
Cloverdale High										
Johanna Echols-Hansen High										
Washington Street Elementary										
Cotati-Rohnert Park Unified										
Cotati Middle										
El Camino High										
Rancho Cotate High										
Rohnert Park Junior High										
Geyserville Unified										
Geyserville Continuation High										
Geyserville Educational Park High										
Geyserville Middle										
Healdsburg Union High										
Healdsburg High	493255							Y		
Healdsburg Junior High										
Mountain View Continuation High										
Petaluma Joint Union High										
Casa Grande High										
Kenilworth Junior High										
Petaluma High										
Petaluma Junior High										
San Antonio High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Santa Rosa High										
Cook (Lawrence) Junior High										
Hilliard Comstock Junior High										
Montgomery High										
Piner High										
Ridgway High										
Rincon Valley Jr High										
Santa Rosa High	493680							Y		
Santa Rosa Junior High										
Slater (Herbert) Junior High										
Sebastopol Union Elementary										
Brook Haven Elementary										
Sonoma Valley Unified										
Agua Caliente High										
Altimira Intermediate										
Sonoma Valley High										
Twin Hills Union Elementary										
Twin Hills Middle										
Windsor Union Elementary										
Windsor Middle										
Stanislaus County										
Ceres Unified										
Argus High										
Ceres High										
Mae Hensley Junior High										
Denair Unified										
Denair High										
Denair Middle										
Empire Union Elementary										
Teel Middle										
Hughson Union Elementary										
Ross (Emilie J) Elementary										
Hughson Union High										
Billy Joe Dickens High										
Hughson High										
Modesto City Elementary										
La Loma Intermediate										
Mark Twain Intermediate										
Roosevelt Intermediate										
Modesto City High										
Fred C Beyer High										
Grace M Davis High										
Modesto High										
Thomas Downey High										
Newman-Crows Landing Unified										
Orestimba High										
West Side Valley High										
Yolo Elementary										
Oakdale Joint Union High										
East Stanislaus High										
Oakdale High										
Riverbank High										
Oakdale Union Elementary										
Oakdale Junior High										
Patterson Joint Unified										
Patterson High										
Patterson Junior High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Stanislaus Union Elementary										
Prescott Senior Elementary										
Sylvan Union Elementary										
Somerset Elementary										
Turlock Joint Elementary										
Turlock Junior High										
Turlock Joint Union High										
Roselawn High										
Turlock High										
Sutter County										
East Nicolaus Joint Union High										
East Nicolaus High										
Live Oak Unified										
Live Oak High										
Valley Oak Continuation High										
Sutter Union High										
Butte View High										
Sutter High										
Yuba City Unified										
Gray Avenue Elementary										
Karperos (Andros) Intermediate										
Powell (Albert) Continuation										
Wilson Continuation High										
Yuba City High	513900									
Tehama County										
Corning Union Elementary										
Maywood Intermediate										
Corning Union High										
Centennial (Continuation) High										
Corning High										
Los Molinos Unified										
Los Molinos High										
Red Bluff Union Elementary										
Bidwell Elementary										
Vista Elementary										
Red Bluff Union High										
Red Bluff High										
Salisbury High (Cont)										
Trinity County										
Mountain Valley Unified										
Hayfork High										
Valley High										
Southern Trinity Joint Unified										
Southern Trinity High										
Trinity Union High										
Alps View High										
Trinity High										
Tulare County										
Alpaugh Unified										
Alpaugh Junior-Senior High										
Burton Elementary										
Burton Intermediate										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Cutler-Orosi Joint Unified										
Lovell High										
Orosi High										
Dinuba Elementary										
Washington Intermediate	605399						Y			
Dinuba Joint Union High										
Dinuba High	543118						Y			
Sierra Vista High (Cont)										
Earlimart Elementary										
Earlimart Intermediate	605403							Y		
Exeter Union High										
Exeter High										
Kaweah High										
Farmersville Elementary										
Farmersville Junior High										
Lindsay Unified										
Garvey (Steve) Junior High										
Grove High										
Lindsay Senior High										
Porterville Elementary										
Bartlett Intermediate										
Pioneer Intermediate										
Porterville Union High										
Citrus High										
Monache High	543278		Y							
Porterville High	543411						Y			
Strathmore Union High										
Frazier High										
Strathmore High										
Tulare City Elementary										
Cherry Middle										
Live Oak Middle										
Mulcahy Middle										
Tulare Joint Union High										
Tulare High										
Tulare Western High										
Valley High										
Visalia Unified										
Divisadero Middle										
Golden West High	543004						Y			
Green Acres Middle	605460						Y			
Mt Whitney High	543282						Y			
Redwood High	543452						Y			
Sequoia High										
Valley Oak Intermediate	609237						Y			
Visilia Independent Study										
Woodlake Union Elementary										
Woodlake Valley Middle										
Woodlake Union High										
Bravo Lake High										
Woodlake High										
Tuolumne County										
Sonora Union High										
Cassina (Dario) High										
Sonora High										
Southside High										

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Summerville Union High										
Long Barn High										
Summerville High										
Tuolumne High										
Ventura County										
Conejo Valley Unified										
Colina Intermediate										
Conejo Valley High										
Los Cerritos Intermediate										
Newbury Park High										
Redwood Intermediate										
Sequoia Intermediate										
Thousand Oaks High										
Westlake High										
Fillmore Unified										
Fillmore Community High										
Fillmore Junior High	606032						Y			
Fillmore Senior High	563202						Y			
Hueneme Elementary										
Blackstock (Charles) Elementar	605503						Y			
Green (E. O) Elementary	605504						Y			
Moorpark Unified										
Chaparral Middle										
Community High										
Moorpark Memorial High										
Oak Park Unified										
Medea Creek Middle										
Oak Park High										
Oak View High										
Ocean View Elementary										
Ocean View Junior High										
Ojai Unified										
Chaparral High										
Matilija Junior High										
Nordhoff High										
Oxnard Elementary										
Fremont Intermediate	605531						Y			
Haydock Intermediate	605530						Y			
Nueva Vista Intermediate										
Oxnard Union High										
Camarillo (Adolfo) High										
Channel Islands High	563174						Y	Y		
Frontier High										
Hueneme High	563284						Y	Y		
Oxnard High	563454						Y	Y		
Rio Mesa High	563476						Y			
Pleasant Valley Elementary										
Los Altos Intermediate										
Monte Vista Intermediate										
Rio Elementary										
Rio Del Valle Elementary	605549						Y			
Santa Paula Elementary										
Isbell Middle	605559						Y			
Santa Paula Union High										
Renaissance High										
Santa Paula Union High	563577						Y			

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Simi Valley Unified										
Apollo High										
Hillside Junior High										
Royal High										
Sequoia Junior High										
Simi Valley High										
Sinaloa Junior High										
Valley View Junior High										
Ventura Unified										
Anacapa Middle										
Balboa Middle	606037						Y			
Buena High										
Cabrillo Middle										
De Anza Middle	606215						Y			
Mar Vista Continuation/Opportunity High/Indep										
Ventura High	563782						Y			
Yolo County										
Davis Joint Unified										
Davis Senior High	573220						Y			
Emerson (Ralph Waldo) Junior H	606624						Y			
Holmes (Oliver Wendell) Junior	606039						Y			
Martin Luther King High										
Esparto Unified										
Esparto Elementary	605631						Y			
Esparto High	573290			Y			Y			
Madison Community High										
Washington Unified										
Golden State Middle	609833			Y			Y	Y		
Holy Cross	696615						Y			
River City Senior High	573515						Y	Y		
Yolo High										
Winters Joint Unified										
Winters High	573850			Y			Y			
Winters Middle	609536			Y			Y			
Wolfskill High										
Woodland Joint Unified										
Douglass Junior High	607127						Y	Y		
Lee Junior High	605651						Y	Y		
Rhoda Maxwell Elementary	606625							Y		
Woodland Senior High	573880						Y	Y		
Yuba County										
Marysville Joint Unified										
Alicia Intermediate										
Foothill Elementary										
Lindhurst High										
Marysville High										
McKenney Intermediate										
W T Ellis High										
Yuba Gardens Intermediate										
Wheatland Elementary										
Bear River Elementary										
Wheatland Union High										
Wheatland Union High										

Appendix B

Alliance for Collaborative Change in Education in Schools Systems (ACCESS)

UPDATED INFORMATION ON ACCESS

for the Commission's Second Program Report on the Effectiveness of Intersegmental Preparation Programs

July 16, 1990

Submitted by
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UPDATED INFORMATION ON ACCESS

for the Commission's Second Program
Report on the Effectiveness of Intersegmental
Preparation Programs

This report contains updated information on ACCESS for the commission's second progress report on the effectiveness of intersegmental student preparation programs.

Displays 2 and 3 have been revised

Display 5: reports 1989 participant statistics

Display 6: includes data points for 1989, and additional statistics that replace evidence reported last year on improvement in curriculum and its implementation

The last section discusses briefly the relation of ACCESS's components to student outcomes.

Display 3. Operation During 1989-90

	Alliance for Collaborative Change in School Systems ACCESS
Administrative Agency	University of California, Berkeley
Institutional Participants	Oakland and San Francisco school districts, University of California, Berkeley
Program Objectives	To strengthen school capacity to prepare students for college as indicated by improvements in A-F course completion and college eligibility rates, performance on standardized exams, curriculum, instruction, standards, expectations, counseling, leadership, and organization
Service Components	Site-based staff development/follow-up support Curriculum planning and development support Organizational development support Direct student support, tutoring, academic/college advising, in-class instruction
Resources	
State	$ 0
Institutional	900,000*
Other	400,000**
Total	$ 1,300,000

* Oakland and San Francisco School Districts
** University of California, Berkeley, Educational Fees

Display 2 Major Characteristics

	Alliance for Collaborative Change in School Systems ACCESS
Program Impetus	Berkeley Chancellor's initiative to strengthen capacity of neighboring secondary schools to prepare underrepresented minority students for college (1980)
Program Mission	Assist schools to engage in a school-based change process leading to curriculum, instructional and organizational reforms that strengthen their math, English, and counseling programs
Program Strategies to Fulfill Mission	Coordinated planning, staff development, curriculum development, organizational development, and implementation support for teachers, counselors and administrators, with direct support for students
Program Structure	Adaptive to school site needs
Duration at School Site	Continuous
Potential Length of Time with a Student	Seven years (Grades 6 through 12)

Display 5 Characteristics of Students, 1988-89

	Alliance for Collaborative Change in School Systems ACCESS
Criteria for Student Selection	All students enrolled in college preparatory math and/or English classes at sites receiving assistance for teachers, counselors, and administrators
Definition of "Served" Student	Students whose teachers participate in on-going curriculum development and classroom-based staff development activities
Number of Students	7603
Grade Level	
Pre-Seventh	22.4%
Seventh	28.1%
Eighth	27.8%
Ninth	6.7%
Tenth	4.7%
Eleventh	4.8%
Twelfth	5.6%
Other	0.0%
Racial-Ethnic Background	Unavailable, but percentages should reflect schoolwide figures in Display 4
Mean Income	$36,140*
Gender	
Female	49.7%
Male	50.3%

* Mean income figure was derived by identifying income for zip code area of each school served by program, then computing average weighted by number of students served at each school

Display 6

The trends established in last year's analysis have been followed for an additional year, with the inclusion in Oakland of data for a third high school (Oakland Tech). A detailed analysis of scores on the the CAP tests in San Francisco schools through 1989 and on SAT exams in Oakland schools through 1989 have also been completed and are included herein.

Highlights of this updated analysis·

- Over the last ten years, enrollments of Black and Hispanic students in college preparatory math classes at Oakland high schools have increased steadily with some short-term fluctuations. More students have, progressively, taken more high-level math courses at early stages in their high school careers, continued on in those courses to graduation, and graduated with eligibility in math for entrance to college. Enrollments in 1989 have remained at a level substantially higher than in the baseline year when the program took effect While somewhat smaller percentages of students in grades 10-12 in 1989 enrolled in those classes leading toward college eligibility than did so in 1988, a larger percentage of ninth graders completed Algebra and a larger percentage of twelfth graders graduated having met the UC/CSU mathematics requirement for college eligibility. Addition of a third high school to this analysis (Oakland Technical High) has reinforced the results, establishing similar trends for a larger base of students (Chart A).

- Scores on standardized tests (SAT in Oakland; Algebra Readiness Test in San Francisco) continued to improve, with means increasing and score distributions moving to higher levels (Charts B, C). Scores on the Precalculus Math Diagnostic Test in Oakland decreased from 1988 to 1989, but remained at a level considerably higher than in the 1985 baseline year (Chart D).

- Scores at San Francisco middle schools on the CAP exam have exhibited long-term (two to five year) increases in all areas -- math, reading, and writing – in terms of both scaled scores and state rankings, especially in comparison to the school district as a whole.

NOTE: The "*" notations on the attached charts identify those results included in Display 6 of last year's report. Other results included herein are recommended as additional inclusions for this year's report.

Display 6 - Chart A

Math Course Completion Rates for Black and Hispanic Students in Three Oakland High Schools and Feeder Junior High Schools

		1980 [1]	1988	1989
*	Seniors meeting UC/CSU mathematics requirement for college eligibility	1.6%	8 5%	9 6%
*	Students "on track" to meet UC/CSU math requirement by graduation	10.7%	26 1%	23.5%
*	Students completing algebra or geometry by the end of 10th grade	17.1%	32.8%	27 0%
	Students completing algebra by the end of 9th grade	7.6%	17 4%	21 6%

Average number of courses taken by graduating seniors during high school

	1982 [1]	1988	1989
• Algebra or above			
Castlemont	1 3	1 9	2 1
Fremont	0.6	2.0	2.4
Oakland Tech	2.1	1.9	2 4
• Geometry or above			
Castlemont	0 4	0.8	0.8
Fremont	0 1	1 3	1 5
Oakland Tech	0.8	1 0	1 2

[1] "Baseline year" was chosen as the year before the project was effected in a given school or, if such data were unavailable, as the earliest year for which complete data were available

Display 6 - Chart B

Performance on UC/CSU Algebra Readiness Test (ART) In Eleven Intensively-Served Oakland and San Francisco Middle Schools

		1987 [1]	1988	1989
*	Number of students taking ART	747	1046	1275
	Number scoring over minimum threshold	225	356	465
*	Percent scoring over minimum threshold	30 1%	34.0%	36 5%
	Number scoring over high threshold	81	123	165
*	Percent scoring over high threshold	10.8%	11.8%	12.9%

[1] "Baseline year" was chosen as the year before the project was effected in a given school or, if such data were unavailable, as the earliest year for which complete data were available

Display 6 - Chart C

Math SAT Scores for Students Served by Teaching Assistants In Three Oakland High Schools

	1986 [1]	1988	1989
Number of Students taking SAT	53	70	72
Mean Score	444	497	504
Number scoring over 500	15	39	32
Percent scoring over 500	28%	56%	49%
Number scoring over 350	43	66	69
Percent scoring over 350	81%	94%	96%

[1] "Baseline year" was chosen as the year before the project was effected in a given school or, if such data were unavailable, as the earliest year for which complete data were available

Display 6 - Chart D

Performance on UC/CSU Math Diagnostic Test (MDT) in Precalculus In Three Oakland High Schools

		1985 [1]	1988 [2]	1989
*	Number of students taking MDT	40	71	56
*	Mean percent correct	47 1	62.9	59 3
	Number scoring over minimum threshold	18	48	36
*	Percent scoring over minimum threshold	45 0%	67 6%	64 3%
	Number scoring over high threshold	8	29	19
	Percent scoring over high threshold	20.0%	40.9%	33.9%

[1] "Baseline year" was chosen as the year before the project was effected in a given school or, if such data were unavailable, as the earliest year for which complete data were available

[2] CORRECTION: Data reported last year as 1989 data were actually for 1988 school year, as reported here.

The Relation of ACCESS Components to Student Outcomes

ACCESS assists schools in undertaking a change process that strengthens their institutional capacities to prepare underrepresented minority students for college. On the broadest level, this process is aimed at enabling the majority of students to enroll in and successfully complete college preparatory courses and to strengthen the quality of those courses so that students can compete successfully at the college level.

ACCESS has four interdependent and highly coordinated functional components (amplified in the attached chart):

1. Staff Development / Follow-up Support
2. Curriculum Planning and Development Support
3. Organizational Development Support
4. Direct Student Support

The first three components are aimed at strengthening teachers', counselors', and administrators' abilities to develop and implement a rigorous college preparatory curriculum that is aligned with university expectations, to increase student enrollment and retention in college preparatory courses, and to strengthen the schools' learning and teaching environments.

The fourth component reinforces and extends the effects of the first three components through direct services to students in their classrooms and at their schools.

Most of the objectives of staff, curriculum and organizational development are directed toward more than one audience (teachers, counselors and/or administrators). Each audience, in turn, is affected by many objectives in more than one component The components, therefore, are inherently interconnected. Thus, it is imperative that a high level of coordination take place between components to ensure that they are implemented effectively and efficiently. The ACCESS model employs a single person as coordinator to implement the components in each school and subject area, and to ensure that such extensive coordination takes place.

All four components - the first three indirectly through teachers, counselors, and administrators, and the fourth through direct work with students - are aimed at improving student motivation, expectations, self-esteem, achievement, college awareness, and completion of the college application process. Because all components directly or indirectly are aimed at all of these student objectives, it is difficult to isolate the effect of any component on students. Instead, the net effect of all components to prepare students for college is determined by long-term trends in student performance on standardized tests, in enrollment and completion rates in A-F courses, and in increased completion of college eligibility requirements.

ACCESS – Functional Components

	Teacher	Counselor	Administrator*
STAFF DEVELOPMENT / FOLLOWUP SUPPORT to:			
1. Deepen understanding of curriculum content, current research, and philosophy	√		√
2 Develop ability to plan, design, and evaluate lessons, units, and instructional material	√		√
3. Develop understanding of and ability to use a wide range of instructional strategies	√		√
4. Develop ability to identify and address individual student needs	√	√	
5. Raise expectations of students	√	√	√
6. Develop ability to use a range of assessment tools to enhance learning	√		
7. Develop ownership and professionalism	√	√	√
8. Develop leadership	√	√	√
9. Develop academic/college advising skills	√	√	√
10. Develop understanding of UC/CSU eligibility requirements	√	√	√
CURRICULUM PLANNING AND DEVELOPMENT SUPPORT to:			
11. Define course expectations and content	√		√
12. Develop lessons, units, and instructional materials	√		
13. Implement varied strategies to meet the diverse needs of students	√		
14. Develop diagnostic tools to assess student needs and abilities	√		√
15. Develop challenging curriculum that reflects high expectations for students	√		√
16 Develop diverse assessment instruments to measure student growth and achievement	√	√	√
17. Analyze, interpret, and respond to assessment results	√	√	√
18. Establish process for curriculum planning, evaluation, and revision	√		√
19. Implement grade level, department, and interdisciplinary curriculum that is aligned with the core curriculum	√		√
20 Coordinate curriculum planning and implementation within and across departments	√		√
ORGANIZATIONAL DEVELOPMENT SUPPORT to:			
21 Conduct ongoing planning and problem solving	√	√	√
22. Strengthen communication, collaboration, and community among teachers, counselors, and administrators	√	√	√
23. Help facilitate change processes in the school and the restructuring of the learning and teaching environment	√	√	√
24. Strengthen coordination between counseling and instructional programs	√	√	√
25. Facilitate programming and monitoring of student placement in A-F and summer school courses	√	√	√
DIRECT STUDENT SUPPORT to:			
26. Improve motivation			
27. Raise expectations and self-esteem			
28. Increase achievement (GPA)			
29. Prepare for college entrance exams			
30 Develop understanding of UC/CSU eligibility requirements			
31 Develop college and financial aid awareness			
32. Complete the college application process			

* Including assistant principals, principals and/or district administrators

Appendix C California Academic Partnership Program (CAPP)

California Academic Partnership Program
The California State University

Item 6420-001-001 of the 1988-89 Budget Act directs the California Postsecondary Education Commission (CPEC) to develop an evaluation design and subsequently to report on the impact of selected intersegmental efforts to prepare students for college. Specifically, the budget language states:

> In cooperation with the statewide offices of the public secondary and postsecondary institutions, the California Postsecondary Education Commission shall develop and implement a strategy to assess the impact of intersegmental programs designed to improve the preparation of secondary school students for college and university study. The purposes of the report shall be to identify those programs and institutional activities which are successful and to recommend priorities for future state funding to improve student preparation. In preparing this report, the Commission shall utilize data gathered by the statewide office based on an evaluation framework developed cooperatively by the Commission and statewide office staff. Prior to December 1, 1988, the Commission shall prepare a list of the programs and institutional efforts to be included in this study, a statement of the specific objectives and the appropriate measures of effectiveness for each program and institutional effort to be reviewed, and a list of the data to be collected and supplied by the statewide offices to the Commission. Prior to October 1, 1989, and again the following year, the Commission shall submit a preliminary report on the relative effectiveness of these programs and efforts. Prior to October 1, 1991, the Commission shall submit a final report identifying those programs which have been the most effective in achieving their objectives and recommending priorities for future state funding to improve student preparation.

The California Academic Partnership Program was identified in 1988 as one of the programs to be reviewed in this study. In October 1989 the Commission published its first preliminary report on the relative effectiveness of these programs, First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs. The following information is provided for the second report. (Updated copies of the displays from the original report are included in the appendix.)

Display 2

The only change needed to update information in Display 2 is in the CAPP column, the "Potential Length of Time with a Student" row. Change "most likely one year" to "most likely two years."

Display 3

Two changes are needed in Display 3:

(1) In the CAPP column, the "Service Components" row, following "Curriculum development," add "and implementation."

(2) In the "Resources" row, change the figures to:

State:	$900,500
Institutional:	1,122,689
Other:	97,934
Total:	2,121,123

These figures include the 15 Planning Grants CAPP funded in 1989-90, as well as the 10 curriculum projects.

Display 4

All the information for Display 4 has been provided by CPEC's Management Information System staff, using State Department of Education data. A copy is attached.

Display 5

In the CAPP column, the data in the following rows should be:

No. of students: 9,095 (from CAPP 1989 External Evaluator's Annual Report (EEAR), page 20).

Grade Level:

Below 7th	0.6%
7th	7.5%
8th	11 0%
9th	27.5%
10th	19.2%
11th	19.1%
12th	15.1%
Other	0.0%

Racial–Ethnic Background: (from CAPP 1989 EEAR, page 23)

American Indian	1.4%
Asian	14.0%
Black	10.9%
Caucasian	28.4%
Hispanic	42.0%
Other	3.3%

Gender: (from CAPP project Progress Reports, 1988–89)

Female	54.4%
Male	45.6%

Socio–Economic Status:

Parental Education Index	2.45
Percentage of Student Recipients of AFDC	14.88%

These figures represent the weighted mean of the combined CAPP projects. The range for projects varied considerably, from a low parental education index of 1.60 to a high of 3.19, and from a low AFDC recipient percentage of 7.21% to a high of 41.20%.

Display 6

Because of the nature of CAPP's comprehensive evaluation design, significant outcomes of the current cycle of CAPP curriculum projects are not deemed to be observable until the projects conclude. Final outcome data from the projects is due in October, 1990, with the external evaluator's comprehensive evaluation report due January 2, 1991. Therefore, no data is included for Display 6 in this document.

It should be noted that the content of CAPP's external evaluator's final report is responsive to the program's evaluation design, which was approved by CPEC in 1989. The report will cover the three–year cycle of the current projects (1987–90), and include baseline and outcome data. Information in this report will be used in completing Display 6 for the July, 1991, report to CPEC for its final report on the effectiveness of intersegmental student preparation programs.

DISPLAY 2 Major Characteristics of the Ten Programs

	Cooperative College Preparatory Program ACCESS/CCPP	California Academic Partnership Program CAPP	California Student Opportunity and Access Program Cal-SOAP	College Admissions Test Preparation Pilot Program CATPP	College Readiness Program CRP
Program Impetus	Develop the organizational capacity of neighboring middle, junior, and senior high schools to prepare students better for college (1980).	Assembly Bill 2398 (Hughes, 1984).	Assembly Bill 507 (Fazio, 1978).	Assembly Bill 2321 (Tanner, 1985).	Address underpreparation of Black and Hispanic middle school students to enroll in college preparatory math and English courses (1986).
Program Mission*	Assist schools to engage in a school-based change process leading to curriculum, instructional, and organizational reforms that strengthen its math, English, and counseling programs.	Foster partnerships between school districts, colleges, and universities to improve learning, academic preparation, and access for middle and high school students to earn baccalaureate degrees.	Improve and increase the accessibility of postsecondary education to secondary school students	Assist individual students to complete college preparatory course patterns at a high level of performance and fulfill college admissions test requirements.	Raise interest level and competence in math and English of Black and Hispanic middle school students in order to enable them to qualify for college preparatory math and English courses in high school.
Program Strategies to Fulfill Mission	• Coordinates planning and implementation assistance and staff development support for teachers, counselors, and administrators. • Provides classroom-based academic support for students.	• Offers grants to develop projects bringing together teams of faculty from schools and colleges to enhance curricular and instructional processes around academic subject areas. • Provides services to students in order that they can benefit from these enhancements.	Through a consortial approach requiring matching funds, • Serves as a clearinghouse for educational information • Provides academic support for students • Supplements the schools' counseling function.	• Provides direct services to students in the form of: • Preparation for college admissions tests • Academic support • Advisement • Parent education.	Employs college students to serve as educational interns to assist students on a small-group basis to master math and English skills and enhance motivation for college on the part of students and parents
Program Structure	Adaptive to school site needs.	Each project developed on the basis of a local needs assessment as part of the proposal process.	Each consortium designs services on the basis of local needs	Through a one-time proposal process, projects structured services around local needs.	Programs are generally similar across the State
Duration at a School Site	Continuous.	Generally three years	Continuous, if funded each three-year cycle.	Three years.	Continuous.
Potential Length of Time with a Student	Six years (Grades 7 through 12).	Possibly three years, most likely ~~one year.~~ two years.	Possibly six years, most likely two or three.	Possibly three years, most likely one year	Possibly three years most likely two years

* Except where indicated otherwise, students referred to in program missions are those from American Indian, Black, Hispanic, and low-income backgrounds

DISPLAY 3 *Operation of the Ten Programs During 1988-89*

	Cooperative College Preparatory Program ACCESS/CCPP	California Academic Partnership Program CAPP	California Student Opportunity and Access Program Cal-SOAP	College Admissions Test Preparation Pilot Program CATPP	College Readiness Program CRP
Administrative Agency	University of California, Berkeley	The California State University, with advice from a Statewide Intersegmental Advisory Board.	California Student Aid Commission, with advice from a Statewide Intersegmental Advisory Board and local advisory boards for each project.	State Department of Education	The California State University and the State Department of Education
Institutional Participants	Oakland and San Francisco school districts; University of California, Berkeley	15 school districts; 6 CCC campuses, 6 CSU campuses; 3 UC campuses, and 3 independent institutions represented in 10 local projects.	24 school districts; 20 CCC campuses; 9 CSU campuses; 8 UC campuses; and 11 independent institutions represented in 6 local consortia.	11 school districts; 10 CSU campuses; 8 UC campuses represented in 9 local projects.	12 school districts; 5 CSU campuses
Program Objectives*	To strengthen overall capacity of schools to prepare students for university-level work through improvements in curriculum, instruction, standards, counseling, management practices and processes, and schools' organizational capacity.	To improve secondary school curriculum and the ability of students to benefit from these improvements. (The voluntary assesment program component of CAPP will not be included in this study because its goals are not specifically student-centered).	To improve the flow of information about postsecondary educational opportunities in order to increase enrollment in postsecondary education. To raise the achievement levels in order to increase enrollment in postsecondary education.	To increase the number of students who take admissions tests. To improve performance on college admissions tests To increase the number of students who enroll in public postsecondary education.	To increase enrollment of Black and Hispanic students in algebra and college preparatory English. To improve student and parent motivation and awareness of college
Service Components	Site-based staff development Planning, coordination, and implementation assistance to staff Curriculum and organizational development support Student academic support	Curriculum development and implementation Teacher in-service Tutoring Advisement. Campus visits Articulation. Summer programs Parent involvement	Tutoring. Advisement. Campus visits. Summer residential programs. Test preparation workshops. Skill development classes. Assistance with the college application process.	Tutoring. Test preparation workshops. Support services. Parent meetings. Assistance with the college application process.	CSU interns provide academic assistance in math and English. Parental activities. Problem-solving instruction. CSU campus visits. Workshops on colleges.
Resources:					
State	$0	~~$799,918~~ $900,500	$577,000	$250,000	$396,900
Institutional	$850,000	~~$825,894~~ $1,122,689	$976,581	$910,041	$121,098
Other	$400,000**	~~$136,300~~ 97,934	0	$22,000	0
Total	$1,250,000	~~$1,751,912~~ $2,121,123	$1,553,581	$1,182,041	$517,998

* Except where indicated otherwise, students referred to in program goals are those from American Indian, Black Hispanic, and low-income backgrounds

**University of California, Berkeley, Educational Fees

From CPEC Management Information System staff - 5/24/90

Display 4 - Characteristics of the Secondary Schools Participating in Nine of the Programs During 1988-89

	Access/ CCPP	CAPP	Cal-SOAP	CATPP	CRP	EAOP	MESA	Middle College	UCO
Total Number of Schools	30	30	101	22	21	597	224	20	34
Middle/Junior High	23	10	24	1	21	265	101	11	0
Senior High	7	20	77	21	0	332	123	9	34
Total School Enrollment	25,819	48,204	149,943	34,108	20,842	767,583	328,141	30,883	65,089
Asian	23 6%	11 7%	11.3%	15.8%	10 1%	12.2%	12 4%	7 6%	22.6%
Black	51.2%	12.0%	18.3%	12 0%	24.2%	13.7%	17.8%	48.5%	26.2%
Latino	16.8%	47 6%	29.2%	35 4%	53 9%	38.0%	42.1%	30 4%	25 4%
Native American	0.5%	1 1%	0.6%	0 6%	0.3%	0.6%	0 8%	0.2%	1 0%
White	7 9%	27 7%	40.6%	36 1%	11.5%	35.4%	26.9%	13 3%	24 8%
Total 1987-88 Graduating Class	2,220	7,507	26,960	7,353	N/A	106,138	45,299	2,765	12,152
Asian	24 1%	15.5%	12.6%	16.8%	N/A	14.0%	14.4%	11 6%	23 1%
Black	54 0%	13 0%	16.6%	12 4%	N/A	13 0%	15 9%	47.5%	27 0%
Latino	11 1%	30 2%	21.2%	26 9%	N/A	25 6%	34 2%	18.3%	19 0%
Native American	0 3%	1 1%	0.5%	0 6%	N/A	0.5%	0.6%	0.3%	0 8%
White	10.5%	40.2%	49 1%	43 4%	N/A	46 9%	35 0%	22.3%	30.1%
Total 1988-89 Enrollment in College Preparatory 'A - F' Courses	615	2,355	7,830	1,959	N/A	33,707	13,998	589	3,493
Asian	38.5%	21.5%	17.3%	24.5%	N/A	20 6%	23.2%	23 6%	31.2%
Black	28 1%	8.5%	12.7%	8.5%	N/A	9 7%	12 4%	34.3%	19 6%
Latino	6 2%	18.3%	16.8%	20 0%	N/A	17.9%	24.5%	10 4%	13 4%
Native American	8.9%	1.9%	1 1%	0.5%	N/A	0.5%	0.8%	0.2%	2.1%
White	18.2%	49 8%	52.6%	46.5%	N/A	51.3%	39 0%	31 6%	33.8%
Total Enrollment in College Preparatory Mathematics Courses	958	2,438	11,162	2,487	N/A	39,290	16,887	803	4,946
Asian	57.3%	30 8%	28.8%	30 4%	N/A	31.8%	34.2%	25.3%	52.0%
Black	25.5%	8 0%	9 1%	6.9%	N/A	6 8%	9 8%	40 1%	13.3%
Latino	6.2%	17.9%	12 6%	13 2%	N/A	15.3%	21 8%	19 6%	9.5%
Native American	0 0%	0 9%	0.3%	0.3%	N/A	0 4%	0 4%	0 0%	0.3%
White	11 1%	42.3%	49.2%	49.3%	N/A	45 7%	33 8%	15 1%	24 9%
Socio-Economic Status									
Mean of Parental Educational Level (1 = Non-High School Graduate, 2 = High School Graduate, 3 = Some College, 4 = Bachelor's Degree, 5 = Advanced Degree)	2.64	2.63	2.90	2.79	2.27	2.70	2.57	2 60	2.84
Percent of Students on AFDC	36.6%	14 4%	15 4%	12 9%	26 4%	16.8%	19 0%	41 7%	26 4%

DISPLAY 5 Characteristics of the Students in the Ten Programs in 1987-88

	Cooperative College Preparatory Program ACCESS/CCPP	California Academic Partnership Program CAPP	California Student Opportunity and Access Program Cal-SOAP	College Admissions Test Preparation Pilot Program CATPP	College Readiness Program CRP
Criteria for Student Selection	All students enrolled in college preparatory math and/or English classes at sites receiving assistance for teachers, counselors, and administrators.	Students enrolled in pre-college or college preparatory courses in English, math, science, social sciences, or foreign language	Students who are interested in pursuing postsecondary educational goals and can benefit from program services.	Students generally in the middle range of achievement who have been recommended by a teacher for participation.	Black and Hispanic middle grade students achieving at grade level in terms of achievement tests and grades along with teacher recommendations.
Definition of "Served" Student	Students whose teachers participate in ongoing curriculum development and classroom-based staff development activities.	Students receiving direct services from the project in terms of its activity components.	Students participating in at least two individual advisement sessions or two academic support sessions, or a combination of both.	Students who participate in any program activity.	Students receiving direct services from program components.
Number of Students	11,500	9,095 ~~8,711~~	26,705	1,951	999
Grade Level					
Below Seventh	15.5%	0.6% ~~0.7%~~	0.0%	0.0%	3.6%
Seventh	28.3%	7.5% ~~14.8%~~		0.0%	43.1%
Eighth	30.6%	11.0% ~~8.1%~~	22.0%	0.0%	53.2%
Ninth	10.7%	27.5% ~~27.1%~~		22.0%	0.0%
Tenth	5.8%	19.2% ~~17.0%~~	76.0%	35.0%	0.0%
Eleventh	5.6%	19.1% ~~21.7%~~		31.0%	0.0%
Twelfth	3.5%	15.1% ~~10.2%~~		12.0%	0.0%
Other	0.0%	0.0% ~~0.8%~~	2.0%	0.0%	0.0%
Racial-Ethnic Background					
American Indian	Unavailable, but percentages should reflect school figures in Display 4.	1.4% ~~1.8%~~	4.0%	1.0%	0.0%
Asian		14.0% ~~13.6%~~	16.0%	16.0%	0.0%
Black		10.9% ~~12.3%~~	30.0%	20.0%	44.0%
Caucasian		28.4% ~~33.5%~~	8.0%	12.0%	0.0%
Hispanic		42.0% ~~36.3%~~	40.0%	51.0%	53.0%
Other		3.3% ~~3.5%~~	2.0%	0.0%	3.0%
Gender					
Female	49.9%	54.4% ~~48.0%~~	56.0%	57.0%	59.9%
Male	50.1%	45.6% 52.0%	44.0%	43.0%	40.2%

* NR = Not reported.

Socioeconomic Status

DISPLAY 6 Progress of Six Intersegmental Student Preparation Programs in Meeting Their Objectives

Cooperative College Preparatory Program

ACCESS/CCPP

Program Objectives:

1. **To increase the number of students prepared for university-level work with particular emphasis on preparation in mathematics, and to improve readiness of students to learn, as measured by course enrollments and achievement and test performance.**

Evidence of Effectiveness:

Math Course Completion Rates for Black and Hispanic Students in Two Oakland Schools

	1980	1988
Seniors meeting UC/CSU Advanced Algebra/Trigonometry requirement with at least a C	0.8%	8.4%
Students "on track" to meet UC/CSU math requirement by graduation	7.9%	23.8%
Students completing algebra or geometry by the end of 10th grade	11.5%	31.0%

Performance on UC/CSU Algebra Readiness Test (ART) in Eleven Intensively-Served Oakland and San Francisco Middle Schools

	1987	1989
Number of students taking ART	747	1275
Proportion scoring above minimum threshold	30.1%	39 5%
Proportion scoring above high threshold	10.8%	12.9%

Performance on UC/CSU Math Diagnostic Precalculus Test (MDT) in Three Intensively Served Oakland Schools

	1985	1989
Number of students taking MDT	40	71
Mean percent correct	47.1%	62.9%
Proportion scoring above minimum threshold	45.0%	67.6%

2. **To improve curriculum and its implementation, as measured by expert judgment and teacher reports.**

Evidence of Effectiveness:

- **Core math curriculum and core semester examinations developed for all college preparatory math courses taught in the school district in grades 7 through 12.**
- **Improved instructional practices**
- **Full articulation of the math curriculum from grades 7 through 12 and aligned with the State Department of Education's "Framework."**
- **Higher standards of textbooks and curriculum comparable to better-than-average high schools across the State**

California Student Opportunity and Access Program

Cal-SOAP

Program Objectives:

1. **To improve the flow of information about postsecondary educational opportunities in order to increase enrollment in postsecondary education, as measured by comparison with other student populations.**

Evidence of Effectiveness:

Postsecondary Enrollment Rates for 1986 High School Graduates

	Students in Cal-SOAP	Students in Cal-SOAP Counties
University of California	11.1%	8.9%
The California State University	13.2%	11.0%
California Community Colleges	36.7%	36.2%
Independent California Colleges and Universities	2.9%	3.8%
Total	64.0%	59.9%

2. **To raise the achievement levels of students served by this program, as measured by course performance.**

Evidence of Effectiveness:

Information available on this objective will be included in the next report in this series

College Admissions Test Preparation Pilot Program

CATPP

Program Objectives

1. **To increase the number of students who take admissions tests, as measured by changes in college admissions test-taking in participating schools.**

Evidence of Effectiveness:

College Admissions Test Involvement of California High School Graduates in 1988

	Seniors in CATPP	California Seniors
Number of seniors taking the SAT	56 0%	47.0%
Black and Hispanic seniors taking the SAT	66 0%	18.0%

2. **To improve performance on college admissions tests, as measured by changes in admissions test performance in participating schools.**

Evidence of Effectiveness:

Mean SAT score in 1988

Verbal	358	424
Math	428	482

3. **To increase the number of students who enroll in public postsecondary education, as measured by changes in "A-F" course enrollment patterns, four-year college eligibility rates, and student motivation.**

Evidence of Effectiveness:

	Students in CATPP	California Students
Seniors' "A-F" completion rates	76 0%	28.0%
Seniors' "A-F" enrollment rates	77 0%	45.0%
Seniors' mean grade-point average	2.90	2.60
Seniors eligible to attend the California State University	52 0%	27.5%
Sophomores enrolled in geometry	50.0%	36.0%
Sophomores enrolled in biology	65 0%	56.0%
Sophomores aspiring to attend four year institutions	76 0%	50.0%

Source California Postsecondary Education Commission

No data will be available from CAPP until Jan. 2, 1991, when the external evaluator's report is published

Appendix D

California Student Opportunity and Access Program (Cal-SOAP)

July 3, 1990

TO: Dr. Penny Edgert, Postsecondary Education Specialist
California Postsecondary Education Commission

FROM: Dan Parker, Statewide Coordinator
California Student Opportunity and Access Program

SUBJECT: Second Progress Report on Effectiveness of Intersegmental Student Preparation Programs

As instructed by your January 29, 1990 memorandum and during subsequent advisory committee meetings, the California Student Aid Commission staff is reporting and/or updating the information about California Student Opportunity and Access Program (CAL-SOAP) which is required for the "Second Progress Report on Effectiveness of Intersegmental Student Preparation Programs."

To summarize what is being reported in the attached materials:

- CAL-SOAP consortia presently serve six specific geographical areas of the state. The program's goal is to improve the flow of information about postsecondary education and financial aid options, and to improve the academic achievements of students historically underrepresented in higher education, particularly those from low-income and disadvantaged backgrounds.

- The six CAL-SOAP projects are:

  San Diego Consortium
  Santa Barbara Consortium
  East Bay Consortium (Oakland)
  SUCCESS Consortium (Solano)
  South Coast EOP/S Consortium (Whittier)
  Inland Empire Consortium (San Bernardino)

- With administrative oversight provided by the California Student Aid Commission, CAL-SOAP consortia represent a wide spectrum of the state's educational community: 33 secondary school districts, including 79 public high schools and 21 public junior high schools, some 20 percent of the state's community colleges; 60 percent of the California State University campuses, seven of the nine UC campuses, and a dozen each of private high schools, independent colleges and community organizations.

- In 1988-89, CAL-SOAP served about 28,000 students; nearly two-thirds of whom were senior high school students; the two largest ethnic groups represented were Latino (45 percent) and African American (27.2 percent), while Caucasian (40.6 percent) was the single largest ethnic group in the general school population for those areas served; gender was divided nearly equally (reflecting the state's general population, age 15-24), the mean annual household income for those served is about $34,000; and just over 15 percent of the students in the areas served by CAL-SOAP are on AFDC

- It is clear -- after measuring student achievement levels (test-taking, G.P.A.; essay writing, etc.) before and after the program services have been provided, and when comparing the postsecondary enrollment rates of students served by the program with those of their peers -- that CAL-SOAP is achieving its goal of improving the probability that more low-income and underrepresented students will enroll and succeed at the postsecondary level.

Program Components and Measures of Student Achievement

Perhaps the most relevant measure of the CAL-SOAP program's effectiveness is the higher-than-average college enrollment rate (57 percent CAL-SOAP vs. 56 percent statewide in 1988) of those who have received CAL-SOAP services. Data are also available on a project-by-project basis also demonstrates a positive correlation between various individual program components and CAL-SOAP's primary objectives. For students who have received CAL-SOAP services, these include higher overall G P.A., significant improvements in test-taking and essay writing, math skills, and overall awareness of an interest in various postsecondary options. This information was gathered via pre- and post-program enrollment tests, comparison of pre- and post-enrollment G.P A., and by surveying program participants. The following summarizes these findings on a project-by-project basis.

East Bay Consortium (Oakland)

During the past two summers, the East Bay Consortium sponsored the Hispanic Academic Program (HAP) in which junior high school students attended five weeks of classes in writing, becoming familiar with standardized test-taking, and understanding the college admission process. During the 1989-90 academic year, mathematics was included in the curriculum. Since 1988, a total of 61 students have attended HAP

The Mid-City Writing Project, a California Academic Partnership Program at Bret Harte Junior High School, seeks to improve academic performance by emphasizing writing skills across the curriculum in English, science, math and social science In cooperation with school faculty and UC Berkeley's Bay Area Writing Project and the Center for the Study of Writing, the project conducts workshops to familiarize teachers with methods of teaching writing skills needed for college (teachers receive 100 hours of Bay Area Writing inservice).

HAP Evaluation

The HAP is evaluated with the use of student pre- and post-tests, student and parent surveys, focus group interviews and students' writing. The surveys and focus group interviews are used to evaluate program usefulness and effectiveness. Feedback from the surveys indicate program success and expressions of new program needs The focus group interviews provide better information from the students about their school and home environment, as well as who those students are independent of those two environments.

The students' growth in test-taking skills is measured by a pre- and post-test in a standardized achievement test similar to the SAT (Scholastic Achievement Test); growth in essay test-writing skills (fluency, mechanics, coherency) is measured by a pre- and post-essay test similar to the California Assessment Program (CAP); growth in students' college and career awareness is measured by a pre- and post-questionnaire that asks what students know about colleges, admission requirements, and high school graduation requirements, and for consistency, the parent and student surveys rate the overall program within the projects' objectives.

Two pre/post diagnostic mathematics tests are given to HAP students: the UC/CSU Math Diagnostic Algebra Readiness, and the Mathematics Placement and Progress Test Comparable to the pre/post tests in the HAP writing segment, students' growth is measured by test results. Students' grades are also used to evaluate the effectiveness of the HAP program. Cumulative grade point averages of

HAP students who remain in the district are monitored every semester.

- Test Taking Skills:

  63 percent of the novice students improved.
  54 percent of the returning students improved.

- Essay-Test Writing Skills:

  8 percent of the novice students improved.
  64 percent of the returning students improved.

- College and Career Awareness:

  90 percent of the novice students improved.
  100 percent of the returning students improved.

- Algebra Readiness:

  53 percent of the students improved; 20 percent increase in average score.

- Placement and Progress Test (students' growth in knowledge of basic mathematics measured by a pre- and post-test on the Placement and Progress Test):

  91 percent of the students improved; 23 percent increased average score.

- Grade Point Averages:

  34 percent of the novice class G.P A. increased.
  60 percent of the advanced class G.P.A increased.

Mid-City Writing Evaluation

The Mid-City Writing Project is an across-the-curriculum writing program centered in language arts, social studies and science. A uniform procedure for evaluating the students' work through a portfolio of their writing was developed by the UC Berkeley Bay Area Writing Project. The portfolio assessment looks at a collection of student writing from English, ESL, social studies, science, math, art and computers. The assessment has the following key features:

- The writing portfolios contain samples of different kinds of work, and examples of both early work and later work.

- All writing is collected under normal classroom conditions.

- With the guidance of their teachers, students participate in the selection of the content.

In addition to the portfolio assessment, Bret Harte teachers, in collaboration with the Bay Area Writing Project, conducted a schoolwide pre- and post-writing assessment to evaluate the effects of their teaching after 100 hours of Bay Area Writing Project inservice. Approximately 70 percent of the students improved overall relative to their performance on the pre-test. On the specific dimensions: 65 percent improved in fluency, 56 percent improved in sentence development, 62 percent improved in specificity, 66 percent improved in organization, and 61 percent improved in providing illustrations and/or examples In mechanics, 46 percent improved. Overall, 83 percent of the ESL students improved. In addition, more students improved the second year than in the first: 62 percent of the students improved in 1988; 70 percent improved in 1989.

Santa Barbara Consortium

The Learning Centers are considered the most "intensive" and one of the most essential aspects of the Santa Barbara CAL-SOAP Program. Targeted students spend a minimum of one semester in the Learning Center where the focus is intensive tutorial and motivational enrichment activities to increase student's academic achievement levels. Santa Barbara High School continues to be the model program.

There were 33 students enrolled in the Learning Center for the 1988 fall semester and 44 for fall 1989. (Due to a number of factors -- spring sports, activities for graduating seniors, competing spring-only classes -- spring enrollment dropped to 31 and 26 students for the respective years.) Entering G.P.A. for 1988 was 2.33 with an exiting spring 1989 G.P.A of 2 40, a three-percent increase. However, G.P.A. fell slightly (.04 percent) in spring 1990 from the entering 2.50 G.P.A. the preceding fall. (This may reflect students taking more difficult course work)

Individual Student Success

It is also important to note individual student success. 13 students (29 2 percent) had dramatic G.P.A. increases. And, for some students, enrolling in the Learning Center is a means of maintaining their grades. This includes the average "C" student, who has the potential and the sincere interest in going to college, and the greater segment of the targeted population who do not meet any of the other SAA Program participation criteria (such as University Partnership Program, MESA, or Upward Bound).

Average students have now become "B" students, capable of success. Many students are no longer in remedial courses, or following a minimum-requirement graduation plan. This has been most dramatic in the area of math: more than half (58.5 percent) of the students enrolled in the Learning Center for the 1989 fall semester were enrolled in higher levels of math (includes geometry, second-year Algebra and advanced trigonometry).

Solano Consortium

To test and measure of the relationship between program components and measures of student achievement, the Solano/SUCCESS project modified its year-end survey to incorporate new questions (similar to the prototype MESA survey discussed during advisory committee meeting) Preliminary results are as follows:

- SUCCESS participants believed the services they received, particularly the Consortium's central services--individual advisement, tutoring, and campus visitations--were helpful to their achievement in school; 63 percent of those surveyed felt working with the counselor aide as individuals or in small groups was beneficial, 23 percent of the sample had been tutored and all found it at least somewhat helpful

- The responses to question 13 reveal that the Consortium has its most beneficial impact on those informational, motivational areas that are prerequisites to improving academic preparation and performance. This is not surprising as those are the areas upon which the Consortium places its greatest emphasis and spends the most time. However, these results also reveal a strong positive effect on more directly related academic areas--interest in improving grades, increasing the number of college preparatory courses taken, and increased interest in school work The percent whose grades improved is a particularly strong showing (48 percent), given that SUCCESS only tutored 23 percent of the survey sample and only offered supplemental workshops, such as study skills, to a small percent of the rest.

- Question 13 also presents some interesting areas for further exploration. For example: in most cases those who indicated their grades had declined as a result of participation

in CAL-SOAP, also indicated they were now taking more college prep courses as a result of their participation in SUCCESS. These students are obviously "stretching" to take the more difficult academic courses. If this pattern holds, it may mean that CAL-SOAP needs to look more thoroughly at the idea of expanding its offerings of direct academic support services.

Solano Survey Results (all percentages rounded)

Percent of Respondents by Grade Level

Grade	Percent
12	41
11	13
10	11
9	15
8	10
7	10

Gender Distribution

Gender	Percent
Female	57
Male	42

Ethnic/Racial Distribution

Group	Percent
African American	36
Caucasian	8
Filipino	8
Latino	42
Native American	1
Pacific Islander	3
Other	3
Undeclared	1

A. **QUESTION 8: "How much, if at all, did the following SUCCESS activities help you to succeed in school?"**

Activities.	Very Helpful	Somewhat Helpful	Not Helpful	Harmful	Not Sure	Never Participated
A. Meeting with the SUCCESS counselor aide	40%	23%	0%	0%	8%	29%
B. Working with the SUCCESS tutor	21	2	0	0	0	78
C. Trips to college campuses	35	18	2	2	2	42
D. SUCCESS general workshops (large group mts.)	18	17	1	1	6	58
E SUCCESS career workshops	16	13	1	0	5	71
F. The Summer Residential Program	17	2	0	0	6	76
G The SUCCESS newsletter	39	11	2	0	7	57
H. Mtg. with coll. reps	30	13	4	0	7	46
I UC Davis SEAT visit	9	11	0	2	2	76
J. FEP	7	9	2	0	6	76
K Evening Fin. Aid Wkshp.	11	7	0	2	2	78
L Fin. aid materials mailed to your home	33%	13%	0%	0%	7%	46%

B. QUESTION 13: "For each item below, please circle the response that best describes the degree (if any) to which participating in SUCCESS has changed your attitude or behavior."

Item	Increased	Stayed Same	Decreased	Not Sure	No Response
A. Knowledge of what I must do to prepare for college	69%	18%	2%	4%	7%
B. Information about colleges/universities I might attend	52	30	2	5	7
C. Interest in attending college	58	30	2	2	7

D. Interest in school work	49	39	3	2	7
E. The no. of college bound courses I am taking	37	44	4	8	7
F. Interest in making good grades	65	21	4	4	7
G. My grades have	48	33	8	3	8
H. Interest in and knowledge of career choices clearer	48	36	2	6	7
	Clearer		Less Clear		
I My career choice	52%	31%	2%	8%	7%

South Coast Consortium

The South Coast CAL-SOAP has offered low-income and historically underrepresented students the opportunity to receive training as a peer-counselor to further assist students in college entry A coordinated effort between the University of California, Irvine and the project for the last nine years has resulted in the transition of ethnic students to the University. Each year about 25 11th grade students representing CAL-SOAP schools are selected to attend a one-week intensive training symposium. These students reside in the UC, Irvine and participate in eight to 10 hours of training sessions each day. Topics covered during the week include: how to apply for financial aid, taking the SAT or ACT, learning about the various segments' admission requirements, and learning how to be a tutor.

Findings indicate that students who participate as peer counselors in the 12th grade are more successful in their classes and tend to enroll at a college or university at a higher rate than students who do not receive this special training. It is difficult to access all the factors leading to these students' successes, but by and large most, if not all, are highly motivated and have grasped a better understanding of their personal role in helping other underrepresented students attend college.

Most participants are eligible to attend a four-year college but many have financial hardships and will need financial aid to realize their goal of attending college. These students participate in the annual University of California Field Evaluation Day and as a result receive more acceptances to UC campuses. They participate in field trips to college and know the value in taking advantage of their resources.

In some instances, these students are given a stipend throughout the year for providing direct assistance to fellow classmates on financial aid, college application assistance and SAT preparation. This stipend serves as an incentive and helps to motivate students even further in outreach to ethnic students.

The Summer Residential Program has numerous benefits for the program and reinforces students academic performance levels in school Below is a list of 1989 Peer Counselor participants with G.P.A., ethnicity, and college enrollment information.

South Coast

1989-90 PCATS -- CAL-SOAP Students

Name	High School	Ethnicity	G.P.A.	College
Veronica Acevedo	Anaheim	Hispanic	3.5	CSU Fullerton
Giselle Arteaga	Franklin	Hispanic	3.29	UC Berkeley
Denise Belmarez	Santa Ana	Hispanic	3.0	UC Riverside
Michael Bryson	Banning	Black	3.4	UCLA
Jorge Cardoza	Compton	Hispanic	NR	NR
Jesus Ceja	Compton	Hispanic	206	UC Davis
Ernest Clark	Inglewood	Black	NR	UC San Diego
Mia Corral	Pioneer	Hispanic	NR	Pasadena College
Blanca De La Paz	Anaheim	Hispanic	3 45	UCLA
George Gallegos	Whittier	Hispanic	3.33	UC Berkeley
Craig Hardesty	Compton	Black	NR	UC San Diego
Kathleen Hill	Compton	Black	2 57	UCLA
Robert Montano	Inglewood	Hispanic	NR	UCLA
Karina Murillo	Whittier	Hispanic	2.75	Biola University
Rosa Prieto	Artesia	Hispanic	3.5	CSU Fullerton
Gabrielle S. Quillen	Santa Ana	Hispanic	3.3	UC Irvine
Rachael Rios	Artesia	Hispanic	3.67	CSU Fullerton
Tovi C. Scruggs	Inglewood	Black	4 0	UC Berkeley
Rutina Taylor	Compton	Black	NR	NR
Griselda Zamora	Anaheim	Hispanic	NR	USC

South Coast ACT/CPP Test Results

South Coast also collects ACT/CPP pre/post test results for junior high school students In one sample, students improved overall in numerical reasoning (includes basic math and Algebra) (+ 25.9) and reading (+ 32.5), with the greatest improvement coming in language usage (+ 52.9). In comparing G.P.A. averages, one junior high group rose from an overall 1.99 G.P.A before CAL-SOAP to a 2.15 level after one year of services; a high school sample shows an increase from 2.24 to 2.41 between the fall of 1989 and fall of 1990. Another group of high school students who received CAL-SOAP math and algebra tutoring services raised their overall G.P.A. from 2.48 to 2 57.

Perception of Program Services 1988-89

The following program summary has been developed to provide information and feedback on South Coast CAL-SOAP services offered to student participants in the 1988-89 fiscal year. The student participants surveyed were representative of junior high, high school, and community college students representing 18 target schools within the Los Angeles and Orange County communities.

There were approximately 500 questionnaires distributed to CAL-SOAP participants and about 73 percent were completed and returned. Forty-six percent were male and about 53 percent were female. (The respondents completing the survey questionnaire do not represent the total number of underrepresented ethnic students enrolled in the project This is only a sample of size of the total population served by South Coast CAL-SOAP).

Ethnic Characteristics of Survey Participants

American Indian	8%
Hispanic	76
Asian (Japanese/Chinese)	7
Filipino	4
Black	8
Anglo	6
Other	7%

CAL-SOAP Program Services

About 18 percent of the respondents said that they received some type of tutorial assistance while 55 percent responded positively to receiving college counseling services by CAL-SOAP staff. About 23 percent said that they received both tutoring and counseling assistance.

The respondents were asked if they had received college information and financial aid help from CAL-SOAP staff and 85 percent of the students responded positively. Less than 11 percent of the respondents indicated that they did not utilized college information since they were strictly involved in the tutorial component.

When asked about the number of times they met with a CAL-SOAP tutor/college advisor: 35 percent indicated "1-5" times during they year, about 40 percent of the respondents met with staff "10 or more" times; and 28 percent met with staff "5 or more" times The responses indicate a growing need on the part of students to meet with CAL-SOAP staff regularly on college related activities.

Student were asked to identify which of the CAL-SOAP activities they had been involved with during the 1987-88 academic year Their responses were as follows.

Financial Aid Workshops	27%
Field Trips	24
Scholastic Aptitude Workshops	7
ACT/CPP Workshop	6
UC Field Evaluation Program	14
Combined College Visitations	17
Independent College Day	3
CSU, Day	5
ACT/CPP	2%

About 47 percent of the respondents answered positively when asked whether they felt CAL-SOAP tutor/advisor provided them with support that was "very helpful"; approximately 21 percent rated this category as being "good"; and less than six percent felt it was "satisfactory".

Nearly 90 percent of the respondents believed the CAL-SOAP tutor/advisor was helpful in assisting them with college and career opportunities, while less than 5 percent did not. About 75 percent said they would be applying for financial aid in the near future.

Type of Aid	Percent of Students Applying for Aid
Pell Grant	45%
Cal Grant A	43
Cal Grant B	40
Scholarships	37
CAL-SOAP Activities	17%

As illustrated, most students are inclined to apply for federal and state aid more than any other type of financial aid. (However, it must be noted that many students still assume that their parents income is too high, making them ineligible for financial aid. There is still much more work to be done in educating secondary students and their parents about the various types of assistance available to them.)

Student participants were asked if they were planning on attending college this fall and many indicated a higher enrollment rate for the California Student University and the University of California. Their choices also included community colleges and Independent colleges. Furthermore, students were asked if they were planning on going to college before joining CAL-SOAP. Approximately 85 percent said yes while 12 percent said they had not considered college before. Students were asked if they would be willing to participate in the CAL-SOAP program next year and 35 percent said yes. (This rate is below normal because many seniors filled out the survey.)

The student participants were then asked questions about specific college information or related materials they personally received from CAL-SOAP. The results were as follows:

Financial Aid Application (SAAC)	57%
CAL-SOAP College Folder	42
SAT-Fee Waivers	31
College Information	58
Correspondence mailed home to parents	33
College Handbook	10%

In another section of the survey students were asked if they would recommend other classmates or friends to the CAL-SOAP Program and 97 percent of the respondents said yes Similarly when asked if student's parents had knowledge of their involvement with CAL-SOAP about 70 percent responded positively while 21 percent said no.

San Diego Consortium

The San Diego Academic Skills Program Effectiveness evaluation is based on activities at two sites: Lincoln High School and Pacific Beach Middle School These schools have a consistent student population and the CAL-SOAP students are tutored on the average of three to four times a week.

There are two indicators of program effectiveness. grade change information and student self-assessment of program effectiveness Comparison of actual G.P.A show a 61 percent improvement in English grades, with 26 percent of the student grades remaining the same. Math grade improvement overall was 40 percent, with 37 percent of the students grades remaining the same. Science grades improved 30 percent, but 49 percent of the student grades remained the same. (However, 28 percent of the students did not get help in science which accounts for the large number

of students grades remaining the same) History/social science grades improved by 36 percent, with only 29 percent of student grades remaining the same.

Students' perceptions of CAL-SOAP academic skills effectiveness correlated positively with their actual improvement in academic subjects Students perceived that CAL-SOAP tutoring was helping them improve by 48 percent in English, 34 percent in science, 43 percent in social science/history, and 53 percent in math. More than half the students felt that CAL-SOAP tutoring helped to interest them in continuing their education.

San Diego
Student Evaluation of Academic Tutoring Effectiveness

Course Subject	Improved	Stayed Same	Worse	Not Sure
English	48%	33%	.09%	.09%
Science	34	24	.09	32
Social Science	43	29	12	16
Math	53	28	13	.06
Interest in continuing my education	59%	24%	.04%	10%

Inland Empire Consortium

The Inland Empire Consortium tutored students in grades 7-8 and 10-12 at two junior high schools and four high schools. Tutoring at the schools junior high level was offered in math, English and ESL The high school students were tutored in math only. Services were not extended to 9th grade students due to currently existing tutorial services targeted to students at each site.

Tutors worked with each student an average of one hour per week at the junior high sites and 1.5 hours per week at the high school sites One tutor was allocated per school and spent an average of 10 hours; three days per week. Each tutor was hired based on the proficiency of the subject matter, faculty recommendation and reliable transportation.

The content of the junior high tutorial consisted of pre-algebra, fractions, percents and geometry. On the high school level students were assisted in algebra, trigonometry, calculus and basic math. School textbooks were used as the resource in all cases.

In analyzing the number of students tutored and their grades, it is apparent that overall, the tutorial component was effective. A total of 65 of the 229 students (29 percent) raised their grade from a B to an A; 118 (50 percent) raised their grades from a C to a B; 45 (20 percent) students raised their grade from a D to a C, and only one percent failed

Inland Empire CAL-SOAP Tutoring

Grade	No. of Students	Grade Change
7th	70	30 B to A 40 C to B
8th	75	22 B to A 15 C to B 38 D to C
10th	35	2 B to A 33 C to B
11th	27	10 B to A 15 C to B 2 D to C
12th	22	1 B to A 15 C to B 5 D to C 1 F
Total	229	229

STATE OF CALIFORNIA

GEORGE DEUKMEJIAN, *Governor*

CALIFORNIA STUDENT AID COMMISSION
1515 S STREET
SUITE 500, NORTH BUILDING
P O BOX 942845
SACRAMENTO, CA 94245-0845

(916) 322-6237

April 30, 1990

TO: Penny Edgert
Educational Equity Coordinator
California Postsecondary Education Commission

FROM: Dan Parker
CAL-SOAP Statewide Coordinator DLP

SUBJECT: Information on Mean Household Income by Zip Code; CAL-SOAP

As requested, the Student Aid Commission staff is working on providing a weighted mean household income for students being served by the California Student Opportunity and Access Program (CAL-SOAP) based upon the updated 1980 Census Bureau income data provided by CPEC.

For the 15,911 students drawn from all six CAL-SOAP projects for whom information was available, the mean household income appears to be $33,838. However, all four projects also reported student zip codes which do not appear on the CPEC list (1,435 students; about nine percent of the total sample). The majority of these students (906) reside in the Solano CAL-SOAP service area. A list is attached of the missing zip codes. Please let me know if you have any questions.

DLP:vs

Attachment

ZIP CODES NOT FOUND ON CPEC'S LIST

SANTA BARBARA

Zip Code	# of Students	City/County
93033	1	Oxnard, Santa Barbara County
93116	1	Goleta, Santa Barbara County
93117	334	Goleta, Santa Barbara County

SOUTH COAST

Zip Code	# of Students	City/County
90306	1	Los Angeles, Inglewood
90718	1	Los Angeles, Hawaiian Gardens
90719	1	Los Angeles, Hawaiian Gardens
91734	1	El Monte, Los Angeles

INLAND EMPIRE

Zip Code	# of Students	City/County
91286	1	Upland, San Bernardino County
91370	1	Rancho Cucamonga, San Bernardino
91470	1	Fontana, San Bernardino
91864	1	Ontario, San Bernardino
92334	1	Fontana, San Bernardino
92336	43	Fontana, San Bernardino
92337	1	Fontana, San Bernardino
92338	2	Moreno Valley, Riverside County
92335	3	Fontana, San Bernardino
92374	122	Redland, San Bernardino
92375	1	Fontana, San Bernardino
92387	11	Moreno Valley, Riverside
92406	1	San Bernardino, San Bernardino

SOLANO

Zip Code	# of Students	City/County
94589	494	Vallejo, Solano
94591	165	Vallejo, Solano
95687	247	Vacaville, Solano

Attachment / April 30, 1990

CAL-SOAP SCHOOL DISTRICTS
March 14, 1990

EAST BAY CONSORTIUM	School Codes
Berkeley High School	01 61143 0131177
Oakland Unified School District	01 61259 0000000
Castlemont Senior High	01 61259 0132092
Fremont Senior High	01 61259 0133132
McClymonds Senior High	01 61259 0134791
Oakland Senior High	01 61259 0135905
Oakland Technical Senior High	01 61259 0136051
Skyline Senior High	01 61259 0137943
Calvin Simmons Junior High School	01 61259 6057083
Bret Harte Junior High School	01 61259 6056998
Richmond Unified School District	07 61796 0000000
Richmond High School	07 61796 0735902
JFK High School	07 61796 0733659
De Anza Senior High	07 61796 0732164
Pinole High School	07 61796 0735316
El Cerrito Senior High	07 61796 0732941
INLAND EMPIRE CONSORTIUM	
Colton Unified School District	36 67686 0000000
Colton High School	36 67686 3632742
Colton Junior High School	36 67686 6061857
Bloomington High School	36 67686 3631322
Fontana Unified School District	36 67710 0000000
Fontana High School	36 67710 3633302
Morena Valley Unified School District	33 67124 0000000
Morena Valley High School	33 67124 3333770
Canyon Springs	33 67124 3330396
Sunnymead Middle School	33 67124 6032338
Rialto Unified School District	36 67850 0000000
Frisbee Junior High School	36 67850 6059448
Eisenhower Senior High	36 67850 3633005
San Bernardino Unified School District	36 67876 0000000
Cajon High School	36 67876 3632221
San Gorgonio High School	36 67876 3636081
Chaffey Joint Union High District	36 67652 0000000
Montclaire High School	36 67652 3633906
Redlands Unified School District	36 67843 0000000
Redlands High School	36 67843 3635042

SAN DIEGO CONSORTIUM

San Diego City Unified School District	37 68338 0000000
Clairemont Senior High	37 68338 3731213
Crawford Senior High	37 68338 3731585
Garfield High School	19 64733 1933381
Henry High School	37 68338 3732781
Hoover Senior High	37 68338 3732997
Kearny Senior High	37 68338 3733326
La Jolla Senior High	37 68338 3733508
Lincoln Senior High	37 68338 3733581
Madison Senior High	37 68338 3733698
Mira Mesa High	37 68338 3730181
Mission Bay High	37 68338 3734431
Morse High	37 68338 3734654
Muir Alternative School	37 68338 3730116
Offarrel School of Creative and Performing Arts	37 68338 6061964
Point Loma High	37 68338 3735750
San Diego High	37 68338 3737152
Serra Junior-Senior High	37 68338 3730173
University City High	37 68338 3730314
Twain High	37 68338 3730231
Gompers Secondary	37 68338 3730348
Correia Middle School	37 68338 6059596
Pacific Beach Middle School	37 68338 6059695
Mann Middle School	19 64733 6058119
Grossmont	
Mt. Miguel High	37 68130 3734761
Monte Vista High	37 68130 3734548
Valhalla High	37 68130 3738077
Santana High	37 68130 3737905
El Cajon Valley	37 68130 3731692
Helix High	37 68130 3732732

SANTA BARBARA CONSORTIUM

Carpinteria Unified School District	42 69146 0000000
Carpinteria High School	42 69146 4230587
Carpinteria Junior High School	42 69146 6060008
Santa Barbara High School District	42 69286 0000000
Santa Barbara Senior High School	42 69286 4235727
Santa Barbara Junior High School	42 69286 6060057
Dos Pueblos High School	42 69286 4231726
San Marcos Senior High	42 69286 4235230

SOLANO (SUCCESS) CONSORTIUM

Benicia Unified School District	48 70524 0000000
Benicia High School	48 70524 4831004
Dixon Unified School District	48 70532 0000000
Dixon High School	48 70532 4832259

Esparto Unified School District	57 72686 0000000
Esparto High School	57 72686 5732904
Fairfield-Suisun Unified School District	48 70540 0000000
Armijo High School	48 70540 4830451
Fairfield High School	48 70540 4833000
River Delta Unified School District	34 67413 0000000
Rio Vista High School	34 67413 4835302
Vacaville Unified School District	48 70573 0000000
Willis Jepson Junior High School	48 70573 6060180
VacaPena Intermediate	48 70573 6106363
Will C. Woods High School	48 70573 6067151
Vacaville High School	48 70573 4837803
Vallejo City Unified School District	48 70581 0000000
Franklin Junior High School	48 70581 6062129
Solano Junior High School	48 70581 6060198
Peoples High School	48 70581 4838058
Hogan Senior High	48 70581 4833950
Vallejo Senior High School	48 70581 4838504
Winters Joint Unified School District	57 72702 0000000
Winters Middle School	57 72702 6095368
Winters High School	57 72702 5738505
Travis Unified School District	48 70565 0000000
Golden West Intermediate	48 70565 6051262
Vanden High School	48 70565 4838801
Washington Unified School District	57 72694 0000000
Golden State Middle School	57 72694 6098339
SOUTH COAST EOP/S CONSORTIUM	
Anaheim High School	30 66431 3030228
Artesia High School	19 64212 1930361
Compton High School	19 73437 1931963
Inglewood High School	19 64634 1934231
El Monte High School	19 64519 1932664
Whittier High School	19 65128 1939701
Banning High School	33 66985 3330214
Santa Ana High School	30 66670 3036357
Whittier Union High School District	19 65128 0000000
California High School	19 65128 1931302
La Serna High School	19 65128 1934868
Santa Fe High School	19 65128 1937903
Los Angeles Unified School District	19 64733 0000000
Franklin High School	19 64733 1933043
El Monte Union High School District	19 64519 0000000
Mountian View High School	19 64519 1932680

Inglewood Unified School District	19 64634 0000000
Morningside High School	19 64634 6020705
Compton Unified School District	19 73437 0000000
Benjamin Davis Junior High School	19 73437 6066732
East Whittier School District	19 64485 0000000
Katherine Edwards Junior High School	19 65110 6023659
Los Nietos School District	19 64758 0000000
Los Nietos Middle School	19 64758 6020093
ABC Unified School District	19 64212 0000000
Killingsworth Intermediate School	19 64212 6061238

ATTACHMENT A
CALIFORNIA AND CAL-SOAP
FALL COLLEGE-GOING RATES
1988

SEGMENT	Statewide* (N=249,518)	East Bay (N=242)	Solano (N=200)	Santa Barbara (N=119)	San Diego (N=3126)	South Coast (N=577)	Inland Empire+	Total CAL-SOAP (N=4264)
University of California	7.6%	24.8%	16.0%	1.4%	6.0%	16.0%	NA	8.8%
California State University	10.7	10.3	10.0	1.4	9.8	19.0	NA	10.9
California Community Colleges	35.4	15.7	34.0	53.0	37.2	25.0	NA	34.7
Independent Institutions	3.0	4.1	6.0	3.0	.8	10.0	NA	2.6
Total Collegiate	55.7%	54.9%	66.0%	58.8%	53.8%	70.0%	NA	56.8%

* Source: California Postsecondary Education Commission 1988 Update "California College Going Rates"

+ Began Operation in Fall 1988, will report college-going rates when 1989 data is available.

SCHOOLS SERVED BY THE CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM
(CAL-SOAP)
JUNE 1989

Project	School Districts (Secondary)	Public High School	Private High School	Public Junior High School	Community College	California State University	University of California	Independent College	Community Organizations
East Bay	Oakland Unified, Richmond Unified	Berkeley Castlemont Fremont, McClymonds, Oakland, Oakland Tech., Skyline, Richmond, JFK, De Anza, Pinole, El Cerrito	Bishop O'Dowd, Holy Names, St. Elizabeth's, St. Mary's	Calvin Simmons Brat Harte	College of Alameda Contra Costa Laney Merritt Vista	CSU, Hayward	UC Berkeley	Mills, Holy Names, St. Mary's	Spanish Citizens Foundation, Educational Guidance Center (Stiles Hall)
Solano	Benicia, Winters Jr., Dixon, Travis, Esparto, Washington, Fairfield-Suisun, River Delta, Vacaville, Vallejo City	Benicia, Dixon, Esparto, Armijo, Fairfield, Rio Vista, Will C. Woods, Vacaville, Peoples, Hogan, Vallejo, Winters, Vanden,		Willis Jepson, Vaca Pena Intermediate, Franklin, Solano, Winters Middle School, Golden West Intermediate, Golden State School	Solano	CSU, Sacramento CSU, Sonoma	UC Davis	Dominican College St. Mary's University of the Pacific	Delta Sierra Area Health Educational Fund, California Maritime Academy
San Diego	San Diego City Unified, Grossmont	Clairemont, Crawford, Garfield, Henry Hoover Kearny La Jolla, Lincoln, Madison, Mira Mesa, Mission Bay Morse, Muir Alternative, Offarrel School of Creative and Performing Arts, Point Loma, San Diego, Serra Junior-Senior Gompers Secondary University City Twain High, Mt Miguel, Monte Vista, Valhalla, Santana, El Cajon, Helix		Carrole Middle School, Pacific Beach Middle School, Marsh Middle School	Cuyamaca Grossmont San Diego San Diego Mesa San Diego Miramar South Western	CSU, San Diego	UC San Diego	University of San Diego U.S.J University Pt. Loma Nazarene	Wahupa Educational Enterprises, Inc.
Santa Barbara	Carpinteria, Santa Barbara	Carpinteria, Santa Barbara, Dos Pueblos, San Marcos	Bishop Garcia Diego	Carpinteria, Santa Barbara	Santa Barbara City College	Cal Poly, San Luis Obispo	UC Santa Barbara	Westmont	Endowment for Yacah Santa Barbara Scholarship Foundation
South Coast	Whittier Union, Los Angeles Unified, El Monte Union, Inglewood East Whittier Compton, Los Nietos, ABC, Santa Ana Unified, Anaheim Union	Anaheim, Artesia, Compton, Inglewood, El Monte, Whittier Banning, Santa Ana, California, La Serna, Santa Fe, Franklin, Mountain View, Monrovia	St Paul, San Gabriel Mission, Don Bosco Tech, H S., Romero Cement, Bishop Ansel Memorial H.S.	Benjamin Davis, Katherine Edwards, Los Nietos Middle School, Killingsworth Intermediate School	Coastline, Golden West, Compton, El Camino, Mt San Antonio, Rancho Santiago, Rio Hondo, Saddleback	CSU Dominguez Hills CSU Fullerton CSU, Long Beach CSU, Northridge CSU, Los Angeles	UC Davis UC Irvine UCLA UC Riverside	Claremont McKenna Occidental	
Inland Empire	Colton, Fontana, Morena Valley Rialto, Chaffey Redlands San Bernardino	Colton, Bloomington, Fontana, Morena Valley Canyon Springs Eisenhower Cajon, San Gorgonio, Montclaire, Redlands	San Bernardino Catholic Diocese	Colton, Sunnymead Middle School, Frisbee	Crafton Hills, Chaffey	CSU, San Bernardino Cal Poly Pomona	UC Riverside	University of Redlands	Black Future Leaders Boys and Girls Club of San Bernardino Calif Conservation Corps., Latino Leadership Dev Program, Westside Action Group
Total	23	70	12	21	23	12	7	12	12

California Student Opportunity and Access Program (CAL-SOAP)
Enrollees by Grade Ethnicity and Gender
1988-89

	Grade Levels 1988-89									Racial-Ethnic Background 1988-89						Gender 1988-89	
Project	Below 7th	7th	8th	9th	10th	11th	12th	Other+	Total	Native American	Asian	African American	Caucasian	Latino	Other*	Female	Male
Solano	0	360	330	480	600	540	660	30	3000	120	30	720	330	840	960	1740	1260
East Bay	0	459	1240	230	1240	505	872	46	4592	184	505	2617	92	1148	46	2526	2066
San Diego	0	602	670	96	0	3835	3142	0	8345	56	1321	2552	30	3189	1197	4137	4208
Santa Barbara	0	106	457	574	687	589	264	1418	4095	0	155	148	1040	2737	15	2064	2031
South Coast	40	62	612	663	256	713	2243	509	5098	102	408	561	254	3569	204	2142	2956
Inland Empire	116	0	0	0	300	1285	1250	50	3000	30	210	1050	420	1140	150	1695	1305
Total	156	1589	3309	2043	3083	7467	8431	2053	28,130	492	2629	7648	2166	12,623	2572	14,304	13 826
Percent	0 6	5 6	11 8	7 3	11	26	30	7 3	100%	1 7	9 3	27 2	7 7	45	9 1	51	49

+Includes community college students and parents

*Includes Filipino, Pacific Islanders and those listing themselves as belonging to more than one ethnic group.

Appendix E

College Admissions Test Preparation Program (CATPP) and University and College Opportunities Program (UCO)

State of California — Department of Education

Memorandum

To Penny Edgert — Date July 2, 1990

File No

From Barbara Brandes
Terry Emmett

Subject CATPP and UCO Evaluation Information, 1988-89

We are enclosing changes and additions to the First Progress Report charts. This information is, in most instances, drawn from our evaluations of the two programs which should be completed in July. We will provide you with copies of these documents when available. In the meantime, we are enclosing tables of schoolwide changes for CATPP schools.

As you will recall, we agreed to estimate socioeconomic level based on income levels associated with the schools' zip codes weighted by the number of participants at each school. Mean household income determined by school zip codes ranged from $16,617 to $62,540 in the case of CATPP and from $19,654 to $54,992 in the case of UCO. Our guess is that the weighted average which we cite may be an overstatement of actual household income for the participants.

TANNER AND UCO EVALUATION INFORMATION – 1988-89

Displays 2 & 3:

CATPP

Make note that CATPP funding expired June 30th, 1988 and projects were completed in June 1989. No state or institutional funding was provided in 1989-90

Most of the projects have continued to operate, in one form or another, through the 1989-90 school year using existing school funds. The AVID program in San Diego City, one of the original CATPP sites, has expanded throughout San Diego County and is now spreading to a number of other counties

Under Institutional Participants, enter the number of schools as 21.

Under Resources, indicate no state or institutional funding for 1989-90

UCO

Under Institutional Participants, change the number of schools to 20

Under Service Components, change the listed components to:
- Academic support
- College counseling
- Parent involvement
- Career counseling
- Staff development

Display 4: School Characteristics 1988-89

Apparently you have the information you desire for this display Let us know if you would like anything else

Display 5: Student Characteristics 1988-89

	CATPP	UCO
Criteria for Student Selection	Ethnicity Achievement compared to potential aspirations Teacher nomination Grade point average	
	CATPP	UCO
Number of Students	3080	7107
Grade Level		
Below Seventh	0%	22%
Seventh	0%	
Eighth	0%	
Ninth	26%	16%
Tenth	27%	18%
Eleventh	25%	21%
Twelfth	21%	23%
Other	0%*	0%

* Excludes San Diego, for which grade level breakdown is not available

Racial/Ethnic Background		
American Indian	1%	<1%
Asian	15%	8%
Black	20%	56%
Caucasian	13%	4%
Hispanic	51%	32%
Other	0%	0%
Gender		
Female	58%	56%
Male	42%*	44%

* Excludes San Diego, for which gender breakdown is not available

Socioeconomic Level of Participants		
1988 Mean Household Income*	$35,622	$32,228

* Estimated, based on income level associated with individual school zip codes, weighted by number of participants at each school

Display 6·

CATPP

	CATPP	STATE
SAT Test-taking – 1988-89		
Percent of seniors taking the SAT	45%	45% (1987-88)
Percent of black and Hispanic seniors taking the SAT	38%	18%
Mean SAT Score in 1988-89		
Verbal	370	424 (1987-88)
Math	443	484 (1987-88)
Seniors' "a-f" Completion Rates		31%
*On track to complete a-f courses	78%*	
Seniors' Mean Grade Point Average	2.79	2.60 (1986)
Seniors' Eligible to Attend CSU	46%	28% (1986)

UCO

	UCO	STATE
SAT Test-taking – 1988-89		
Percent of seniors taking the SAT	59%	45% (1987-88)
Percent of black and Hispanic seniors taking the SAT	59%	18%
Percent of tested - verbal scores >450	34%	19% (1987-88)
Percent of tested - math scores >500	32%	20% (1987-88)
Seniors' "a-f" Completion Rates	51% (1987-88)	31%
Seniors' Eligible to Attend CSU	38%*(1987-88)	28% (1986)

* Low estimate based on participants with complete a-f requirements and better than 3.30 grade point average.

Display 7: Postsecondary Enrollment Patterns - 1988 Graduates

CATPP (Based on 97 graduates of the projects, from four of the nine projects)

University of California	15%
The California State University	36%
California Community Colleges	23%
California Independent Institutions	6%
Total California Postsecondary Enrollment	80%
National Baccalaureate-Granting Institutions	14%
Total Postsecondary Enrollment	94%
Total 4-Year College Enrollment	71%

UCO

Teacher estimated number of 1987-88 seniors entering a four-year college (517/856 seniors)	60%

Table 3.1

Percent of Total School Enrollment in a-f Classes
Tanner Project Schools

	1985-86	1988-89	Percentage Change
Anaheim HS	36.7%	31.1%	-15%
Central			
Central High	31.0%	30.2%	-3%
Kerman	31.7%	38.0%	20%
Sierra	32.1%	44.4%	38%
Washington	19.9%	30.9%	55%
Gilroy HS	33.7%	34.9%	4%
Long Beach (Jordan)	32.7%	46.2%	41%
New Haven (Logan)	41 1%	50.8%	24%
San Diego			
Clairmont	30.5%	49.2%	61%
Lincoln	27.6%	62.8%	128%
Madison	38.9%	50.8%	31%
Oceanside	31.1%	29.4%	-5%
O'Farrell	16.0%	26 4%	65%
Point Loma	46.7%	53.5%	15%
San Diego HS	32.6%	56.2%	72%
Southwest	41.2%	47.4%	15%
Sweetwater	42.0%	57.2%	36%
San Francisco (Mission)	41.4%	33.9%	-18%
Santa Barbara			
San Marcos	44.2%	45.0%	2%
Santa Barbara HS	42.0%	50.4%	20%
Vallejo			
Hogan	45.6%	51.7%	13%
Vallejo	29.4%	53.0%	54%
Tanner Average	34.9%	43.9%	
Percentage Change for Tanner Project Schools (1985-86 to 1988-89)			26%
State Average	44%	45%	
Percent Change			2%

(Source: California Department of Education, Performance Reports)

Table 3.2

Graduates Completing a-f Course Sequence
Tanner Project Schools

	1985-86	1988-89	Percentage change
Anaheim HS	14.5%	20.5%	41.4%
Central			
Central High	8.7%	6.3%	-27.6%
Kerman	28.1%	48.6%	73.0%
Sierra	14.6%	25.8%	76.7%
Washington	9.3%	13.2%	41.9%
Gilroy HS	28.1%	17.6%	-37.4%
Long Beach (Jordan)	NA	–	
New Haven (Logan)	31.7%	46.4%	46.4%
San Diego			
Clairmont	23.4%	34.2%	46.2%
Lincoln	9.3%	15.2%	63.4%
Madison	13.9%	31.4%	125.9%
Oceanside	18.0%	41.7%	131.7%
O'Farrell	13.3%	33.6%	152.6%
Point Loma	11.7%	39.3%	235 9%
San Diego HS	9.4%	27.9%	196 8%
Southwest	30.9%	21 4%	-30.7%
Sweetwater	23.0%	21.0%	-8.7%
San Francisco (Mission)	11.7%	16.8%	43.6%
Santa Barbara			
San Marcos	NA	–	
Santa Barbara HS	49.6%	34.5%	-30.4%
Vallejo			
Hogan	23.9%	18.4%	-23.0%
Vallejo	13.4%	11.1%	-17.2%
Tanner Average	19.3%	26.2%	
Percentage Change for Tanner Project Schools (1985-86 to 1988-89)			35.8%
State Average	28.0%	30.3%	
Percent Change			8.2%

(Source: California Department of Education, Performance Reports)

Table 3.5

Percent of Seniors Taking SAT in Tanner Project Schools

	1985-86	1987-88	Percentage Change
Anaheim HS	NA	NA	
Central			
Central HS	24.9%	18.2%	-27%
Kerman	25.3%	34.0%	34%
Sierra	27.7%	30.7%	11%
Washington	20.1%	16.9%	-16%
Gilroy HS	43.0%	36.5%	-15%
Long Beach (Jordan)	15.7%	19.3%	23%
New Haven (Logan)	15.7%	24.4%	55%
San Diego			
Clairmont	38.8%	36.0%	-7%
Lincoln	23.8%	35.8%	50%
Madison	41.8%	38.1%	-9%
Oceanside	30.9%	22.3%	-28%
O'Farrell	35.2%	49.0%	39%
Point Loma	46.9%	51.5%	10%
San Diego HS	28.9%	40.7%	41%
Southwest	25.1%	30.1%	20%
Sweetwater	20.1%	34.3%	71%
San Francisco (Mission)	38.0%	43.9%	16%
Santa Barbara			
San Marcos	43.9%	40.0%	-9%
Santa Barbara HS	45.5%	44.3%	-3%
Vallejo			
Hogan	26.8%	32.8%	22%
Vallejo	15.5%	23.4%	51%
Tanner Average	30.2%	33.4%	
Percentage Change for Tanner Project Schools (1985-86 to 1987-88)			11%
State Average	44.5%	45.0%	
Percentage Change			1%

(Source: California Department of Education, Performance Reports)

Table 3.6

Average Scholastic Aptitude Test Scores
Tanner Project Schools

	1985-86		1987-88		Percent Change	
	Verbal	Math	Verbal	Math	Verbal	Math
Anaheim HS	NA	NA	NA	NA		
Central						
Central High	419	461	391	440	-7%	-5%
Kerman	371	442	397	493	7%	12%
Sierra	450	493	474	500	5%	1%
Washington	338	374	334	415	-1%	11%
Gilroy HS	430	459	423	472	-2%	3%
Long Beach (Jordan)	375	440	335	415	-11%	-6%
New Haven (Logan)	431	511	428	500	-1%	-2%
San Diego						
Clairmont	411	458	400	453	-3%	-1%
Lincoln	336	409	305	378	-9%	-8%
Madison	401	474	406	494	1%	4%
Oceanside	409	433	400	432	-2%	0%
O'Farrell	432	463	444	447	3%	-3%
Point Loma	447	499	431	486	-4%	-3%
San Diego HS	371	426	422	483	14%	13%
Southwest	375	428	372	440	-1%	3%
Sweetwater	356	403	354	411	-1%	2%
San Francisco (Mission)	273	411	281	402	3%	-2%
Santa Barbara						
San Marcos	485	541	461	520	-5%	-4%
Santa Barbara HS	455	508	477	518	5%	2%
Vallejo						
Hogan	433	473	403	470	-7%	-1%
Vallejo	434	482	402	459	-7%	-5%
Tanner Average	402	457	397	458		
Percent change for Tanner Project Schools (1985-86 to 1987-88)					-1%	0%
State Average	423	481	424	484		
Percent Change					0%	1%

(Source: California Department of Education, Performance Reports)

Table 3.7

Percent of Seniors Scoring At Least 450 on Verbal Section, SAT And Scoring At Least 500 on Math Section, SAT

	1985-86		1987-88		Percent Change	Percent Change
	SATV % >= 450	SATM % >=500	SATV % >= 450	SATM % >=500	SATV	SATM
Anaheim HS	NA	NA	NA	NA		
Central						
Central High	8.6	9.2	4.5	4.5	-48%	-51%
Kerman	5.5	9.9	11.0	15.0	100%	52%
Sierra	15.2	11.0	20.6	16.4	36%	49%
Washington	–	–	NA	NA		
Gilroy HS	18.5	17 2	14 6	14.3	-21%	-17%
Long Beach (Jordan)	3.9	4.4	2.7	4.5	-31%	2%
New Haven (Logan)	6.7	9.2	10.1	12.9	51%	40%
San Diego						
Clairmont	13 7	15.4	13.1	10.2	-4%	-34%
Lincoln	–	4.0	NA	5.4		35%
Madison	12.8	18.3	15.0	18.3	17%	0%
Oceanside	11.9	9.8	7.7	5.6	-35%	-43%
O'Farrell	12.4	14.3	24.0	16.0	94%	12%
Point Loma	21.1	23.2	21.6	24.6	2%	6%
San Diego HS	6.9	6.9	19.0	20.2	175%	193%
Southwest	5 0	6.1	6.9	9.0	38%	48%
Sweetwater	3.4	3.6	6.7	7.4	97%	106%
San Francisco (Mission)	1.8	9.0	3.6	8.8	100%	-2%
Santa Barbara						
San Marcos	28.0	27.2	23.0	24.3	-18%	-11%
Santa Barbara HS	23.7	23.9	28 3	26.2	19%	10%
Vallejo						
Hogan	11.6	10.7	9.9	12.1	-15%	13%
Vallejo	6.7	7.9	8.7	8.5	30%	8%
Tanner Average	11.4	12.1	13.2	13.2		
Percentage Change for Tanner Project Schools (1985-86 to 1987-88)					15%	10%
State Average	18.1	19.6	18.8	20.4		
Percent Change					4%	4%

(Source: California Department of Education, Performance Reports)

Table 3.8

College Enrollment in Tanner Schools:
Percent of Graduating Class Enrolling as First Time Freshmen
at University of California and California State University

	Percent of Spring 86 Grads	Percent of Spring 88 Grads	Percentage Change
Anaheim HS	10.5	11.0	4.8%
Central			
Central HS	13.4	7.6	-43.3%
Kerman	14.2	15.9	12.0%
Sierra	18.3	10.4	-43 2%
Washington	14.4	13.9	-3.5%
Gilroy HS	12.8	14.1	10.2%
Long Beach (Jordan)	8.1	8.4	3.7%
New Haven (Logan)	13.1	17.9	36.6%
San Diego			
Clairmont	18.6	26.2	40.9%
Lincoln	6.7	12.3	83.6%
Madison	16.3	17.2	5.5%
Oceanside	9.1	3.2	-64 8%
O'Farrell	12.8	11.2	-12.5%
Point Loma	16.8	22.2	32 1%
San Diego HS	8.3	19.6	136.1%
Southwest	5.8	13.9	139.7%
Sweetwater	9.9	16.2	63.6%
San Francisco (Mission)	21.3	27.8	30.5%
Santa Barbara			
San Marcos	13.3	11.9	-10.5%
Santa Barbara HS	14.3	19.5	36.4%
Vallejo			
Hogan	9.8	10.5	7.1%
Vallejo	8.1	9.8	21.0%
Tanner Average	12.5	14.6	
Percentage Change for Tanner Project Schools (Class of 1986 to Class of 1988)			16.2%
State Average	18.2	18.3	
Percentage Change			0.5%

(Source: California Department of Education, Performance Reports)

Table 3.9

College Performance
Students from Tanner Project Schools

	Class of 1985 Freshman Average GPA*	Class of 1987 Freshman Average GPA*	Percentage Change
Anaheim HS	2.34	2.34	0%
Central			
Central High	2.54	2.47	-3%
Kerman	2.86	2.40	-16%
Sierra	2.60	2.64	2%
Washington	2.28	2.56	12%
Gilroy	2 62	2.60	-1%
Long Beach (Jordan)	2.23	2.35	5%
New Haven (Logan)	2.65	2.78	5%
San Diego			
Clairmont	2.45	2.49	1%
Lincoln	NA	–	
Madison	2.37	2 36	-1%
Oceanside	2.46	2.53	3%
O'Farrell	2.47	2.43	-2%
Point Loma	2 35	2.34	0%
San Diego HS	2.22	2.33	5%
Southwest	1.93	2.18	13%
Sweetwater	2.15	2.03	-6%
San Francisco (Mission)	2.68	2.72	1%
Santa Barbara			
San Marcos	2.74	2.58	-6%
Santa Barbara HS	2.64	2.59	-2%
Vallejo			
Hogan	2.70	2.35	-13%
Vallejo	2.53	2.60	3%
Tanner Average for	2.47	2.46	
Percentage Change in Tanner Project Schools (Class of 1985 to Class of 1987)			0%

(Source: California Department of Education, Performance Reports)

Table 3.10

Three-Year Dropout Rate in Tanner Project Schools

	1985-86 Percent *	1987-88 Percent	Percentage Change
Anaheim HS	32.1	22.1	-31%
Central			
Central HS	4.1	3.4	-17%
Kerman	17.7	10.9	-38%
Sierra	12.0	2.6	-78%
Washington	24.0	19.2	-20%
Gilroy HS	38.4	17.7	-54%
Long Beach (Jordan)	28.4	29.8	5%
New Haven (Logan)	28.3	8.0	-72%
San Diego			
Clairmont	20.0	13.9	-31%
Lincoln	55.0	36.9	-33%
Madison	17.5	9.3	-47%
Oceanside	20.4	19.7	-3%
O'Farrell	2.2	2.6	18%
Point Loma	27.0	15.8	-41%
San Diego HS	51.7	30.5	-41%
Southwest	18.4	23.0	25%
Sweetwater	23.2	34.3	48%
San Francisco (Mission)	21.2	15.2	-28%
Santa Barbara			
San Marcos	13.2	6 4	-52%
Santa Barbara HS	12.3	8.9	-28%
Vallejo			
Hogan	10.8	8 4	-22%
Vallejo	4.0	4.8	20%
Tanner Average	21.9	15.6	
Percentage Change for Tanner Project Schools (1985-86 to 1987-88)			-29%
State Average	19.9 *	22.2	
Percentage Change			12%

(Source: California Department of Education, Performance Reports)
* 1985-86 percentages are estimated

Appendix F

College Readiness Program (CRP)

THE COLLEGE READINESS PROGRAM
1988-89

The College Readiness Program (CRP) is a joint effort of the California State Department of Education and the California State University system. Five CSU campuses (Hayward, San Jose, Fresno, Northridge, and Dominguez Hills) participate in the program and coordinate services to 21 middle grade schools. Services provided include instruction and practice in applying problem-solving and higher order thinking skills, tutoring in mathematics and English, information about and visits to CSU campuses, presentations to parent groups regarding college financial aid programs, and other instructional and motivational experiences. The goal of the program is to set expectations for college attendance and enable students to enroll in 9th grade college preparatory courses.

The following report focuses on the third year of the College Readiness Program from September 1988 to June 1989. The data in this report were gathered from 21 participating middle schools and the five CSU support campuses. The evaluator also surveyed student participants to document their attitudes toward the program. Academic data including grades, test scores and college preparatory course enrollment patterns were collected on each student participating in the College Readiness Program. The same information was also collected from a comparison sample of students who would have been admitted to the CRP had space been available.

A total of 940 students participated in the College Readiness Program during the 1988-89 school year; 58.2 percent of the students were Hispanic and 40.1 percent were Black. About 42.5 percent were 7th graders, 51.5 percent were 8th graders, and 6.0 percent were enrolled in the 6th grade.

Three analyses of the enrollment patterns of students who did and did not participate in the College Readiness Program were conducted for college preparatory English, Algebra I and geometry. The first analysis compared CRP 8th graders to the average 8th grader attending the same schools and found that:

- CRP students are roughly twice as likely to be eligible for 9th grade college preparatory English and mathematics courses.

The second analysis compared CRP graduates to a group of 9th graders similar in background and academic achievement who did not participate in the College Readiness Program in the 8th grade and found that:

- 45.0 percent of the CRP graduates received a passing grade of "C" or better in algebra as compared to 39.4 percent of the students who did not participate.

- 62.4 percent of the CRP graduates received a passing grade in college preparatory English compared to 56.5 percent of the students who did not participate in the College Readiness Program.

The final analysis compared 8th grade CRP students recommended for algebra or geometry with other 8th graders in the same schools that were similar in background and academic achievement but who did not participate in the College Readiness Program. The analysis revealed that:

- 47.0 percent of the 8th grade CRP students were enrolled in or recommended for Algebra I compared to 32.8 percent of the students who did not participate in the CRP.

- 63.6 percent of the 8th grade CRP students were enrolled in or recommended for college preparatory English compared to 40.5 percent of the students who did not participate in the CRP (See Display 6).

Effectiveness of the Four Components of the College Readiness Program that Contributed to Student Achievement

An evaluation study was conducted to determine how the four components of the College Readiness Program (program organization, tutorial, motivational and parental) contributed to student success. It was guided by hypotheses developed by CSU campus and middle school coordinators. Survey data were then collected from CRP students and middle school personnel at five of the most successful CRP schools and five of the least successful schools. To determine most successful and least successful schools, a school-by-school comparison between the 21 schools was made of the numbers of 8th grade students recommended for Algebra I/geometry and college preparatory English, and the number of the 9th grade CRP and contrast students receiving passing grades of "C" or better in algebra and college preparatory English. In addition, CRP students completed a survey about their experience with and perception of the CRP. On-site visits were made by campus CSU coordinators to administer the survey and examine program functions.

In summary, the College Readiness Program was most successful when:

- o there was strong leadership by the principal;
- o tutoring was articulated with the school mathematics and language arts curriculum;
- o teachers and CSU faculty were mutually involved in coordinating the academic focus;
- o students' motivation to attend college was maintained through special events and the excitement of receiving special status through CRP logo's; and
- o middle schools took special effort to involve parents in their childrens' learning by approaching parents in their own language and holding special conferences and events.

If schools ignored any of these key factors, the program was compromised.

Table 2 summarizes information regarding program components that contributed to successful achievement of College Readiness Program students.

COLLEGE READINESS PROGRAM

Display 3 - Operation of the Program during 1989-90

Administrative Agency	The California State University California State Department of Education
Institutional Participants	12 school districts 5 CSU campuses
Program Objectives	To increase enrollment of Black and Hispanic students in algebra and college preparatory English. To improve student preparation and parent motivation and awareness of college.
Service Components	CSU interns provide academic assistance in math and English. Parental activities. Problem-solving instruction. CSU campus visits. Workshops on college attendance and financial aid.
Resources:	
State	$409,576
Institutional	$121,098
Other	0
Total	$530,674

Display 4 - Characteristics of Secondary Schools Participating in 1988-89

Total Number of Schools	21
Middle/Junior High	21
Total School Enrollment	20,321
Percent American Indian	NR
Percent Asian	NR
Percent African American	21.6%
Percent Latino	50.8%
Percent Caucasian	NR
Total 1988-89 Graduating Class	NR
Total 1988-89 Enrollment in College	NR
Total Enrollment in College	NR
Drop-Out Rate	NR
Socio-Economic Status	
Mean of Parental Educational Level	2.27
Percent of Students on AFDC	26.4%

Display 5 - Characteristics of the CRP Students in 1988-89

Criteria for Student Selection	Same
Definition of "Served" Student	Same
Number of Students	940
Grade Level	
Below Seventh	6.0%
Seventh	42.5%
Eighth	51.5%
Racial-Ethnic Background	
American Indian	0.0%
Asian	0.0%
African American	40.1%
Hispanic	58.2%
Caucasian	0.0%
Other	1.7%
Gender	
Female	58.1%
Male	41.9%
Mean Household Income of CRP Students	$35,490**

**See Table 1 attached on Mean Household Income by Zip Code on 1,108 CRP students.

Display 6 - Progress of College Readiness Program in Meeting Its Objectives

Program Objectives:

1. To increase enrollment of Black and Hispanic students in algebra and college preparatory English by 30 percent, as measured by 9th grade course enrollments.

Evidence of Effectiveness:

1989 Course Recommendations
CRP Program Schools

	8th Grade CRP Students	Comparison Group of Academically Similar 8th Grade Students
Algebra	47.0%	32.8%
College Preparatory English	63.6%	40.5%

1989 9th Grade Course Attainments
of CRP Graduates and
Comparison Students

	9th Grade CRP Graduates Participants	Comparison Group of Academically Similar 9th Grade Students
Enrolled & Passed Algebra	45.0%	39.4%
Enrolled & Passed College Prep English	62.4%	56.5%

2. To improve student and parent motivation and awareness of college, as measured by pre- and post-program attitude survey.

Evidence of Effectiveness:

* 85.0 percent of students participating in CRP reported an increase in their desire to attend college.

* 64.0 percent of the students reported that CRP had helped them learn and understand math better.

Display 6 --continued

* 61.0 percent of the students indicated the CRP had helped them feel better about themselves.

* Of the students participating in the program, 88.0 percent would like to see the program continued.

TABLE 1

MEAN HOUSEHOLD INCOME BY ZIP CODE

CAMPUS	SCHOOL	NUMBER OF STUDENTS	ZIPCODE	1989 MEAN HOUSEHOLD INCOME
DOMINGUEZ HILLS	VANGUARD	16	90059	$21,153
		15	90061	$25,735
		4	90220	$31,132
		5	90222	$26,416
	WALTON	41	90220	$31,132
		5	90746	$51,701
	LENNOX	1	90221	$29,502
		1	90250	$36,136
		58	90304	$29,712
	JOHN MUIR	8	90037	$19,936
		24	90044	$23,656
		3	90047	$32,154
		2	90062	$24,090
TOTALS:		183		
NORTHRIDGE	BYRD	2	90002	$20,724
		1	90005	$26,229
		1	90011	$18,838
		1	90018	$23,223
		1	90019	$29,807
		1	90031	$25,970
		1	90037	$19,936
		1	90043	$34,117
		5	91331	$37,424
		23	91352	$41,521
		3	91605	$36,640
	FULTON	1	91331	$37,424
		20	91402	$33,864
		14	91405	$34,843
		7	91406	$39,405
	MACLAY	67	91331	$37,424
		19	91342	$43,557
	OLIVE VISTA	2	91331	$37,424
		1	91340	$33,301
		39	91342	$43,557
		1	91405	$34,843
	PACOIMA	1	91040	$44,763
		52	91331	$37,424
		1	91345	$45,225
	CROZIER	1	90003	$19,032
		1	90011	$18,838
		2	90037	$19,936
		1	90044	$23,656
		1	90047	$32,154

CAMPUS	SCHOOL	NUMBER OF STUDENTS	ZIPCODE	1989 MEAN HOUSEHOLD INCOME
NORTHRIDGE	CROZIER	29	90301	$29,365
		31	90302	$30,230
		1	90303	$32,675
		4	90305	$39,184
		1	91331	$37,424
	MONROE	2	90044	$23,656
		7	90301	$29,365
		1	90302	$30,230
		72	90303	$32,675
		2	90304	$29,712
		1	90305	$39,184
		1	90746	$51,701
TOTALS:		423		
FRESNO	TEHIPITE	20	93701	$18,320
		2	93702	$23,022
		1	93703	$29,369
		2	93705	$34,890
		3	93706	$25,242
		1	93721	$17,717
		10	93728	$26,531
	KINGS CANYON	5	93702	$23,022
		1	93707	$0
		10	93725	$34,405
		22	93727	$42,372
	WASHINGTON	1	93616	$36,981
		43	93657	$37,817
TOTALS:		121		
HAYWARD	WILLARD	1	94501	$38,576
		1	94589	$0
		1	94605	$38,657
		1	94607	$19,654
		4	94702	$26,057
		14	94703	$27,961
		1	94704	$20,488
		3	94705	$45,914
	EDNA BREWER	2	94601	$26,427
		9	94602	$41,244
		3	94605	$38,657
		13	94606	$25,726
		2	94607	$19,654
		1	94608	$25,265
		9	94610	$38,601
		1	94619	$42,789

CAMPUS	SCHOOL	NUMBER OF STUDENTS	ZIPCODE	1989 MEAN HOUSEHOLD INCOME
HAYWARD	PORTOLA	4	94530	$45,459
		1	94572	$42,444
		8	94801	$25,483
		21	94804	$30,947
		1	94805	$37,328
TOTALS:		101		
SAN JOSE	FISCHER	10	95116	$28,806
		122	95122	$43,075
		2	95133	$44,378
	PALA	7	95116	$28,806
		1	95122	$43,075
		25	95127	$44,709
		2	95133	$44,378
		1	95148	$58,698
	FAIR	3	95111	$39,344
		24	95116	$28,806
		2	95121	$50,562
		21	95122	$43,075
	AUGUST BOEGER	1	95111	$39,344
		38	95127	$44,709
		21	95148	$58,698
	TOTALS:	280		
	GRAND TOTALS:	1108		
		AVERAGE INCOME:		$35,490

TABLE 2: CRP PROGRAM COMPONENTS THAT CONTRIBUTE TO SUCCESSFUL STUDENT ACHIEVEMENT

Program Organization

- Principal is integrally involved and visibly supportive of the project (i.e., visits classrooms, involves interns in staff meetings; selects and supervises staff and teachers; sends congratulatory letters to students and recognizes their participation).
- Principal monitors the progress of the program.
- Teaching faculty involved with the program are paid a stipend.
- Teaching faculty are supportive of the program.
- District administrators are aware of and support the program.
- CRP is a school priority.
- Presence of CRP is highly visible in the school (i.e., displays, fund raisers, contests, etc.).

Tutorial Component

- There is consistent attendance by student interns and students.
- Academic content of tutorial program is integrated with the school curriculum with focus on mathematics and writing.
- Training of interns focuses on sensitivity to African-American and Latino cultures.
- Emphasis is placed on prealgebra and algebra.
- Middle school teachers provide materials that supplement materials used by CSU interns.
- Middle school teachers are given release time to meet and plan with student interns.
- Small groups are formed using cooperative learning approaches.
- Computer software is used with math manipulatives.
- Lead interns are used to complement the program.

Motivational Component

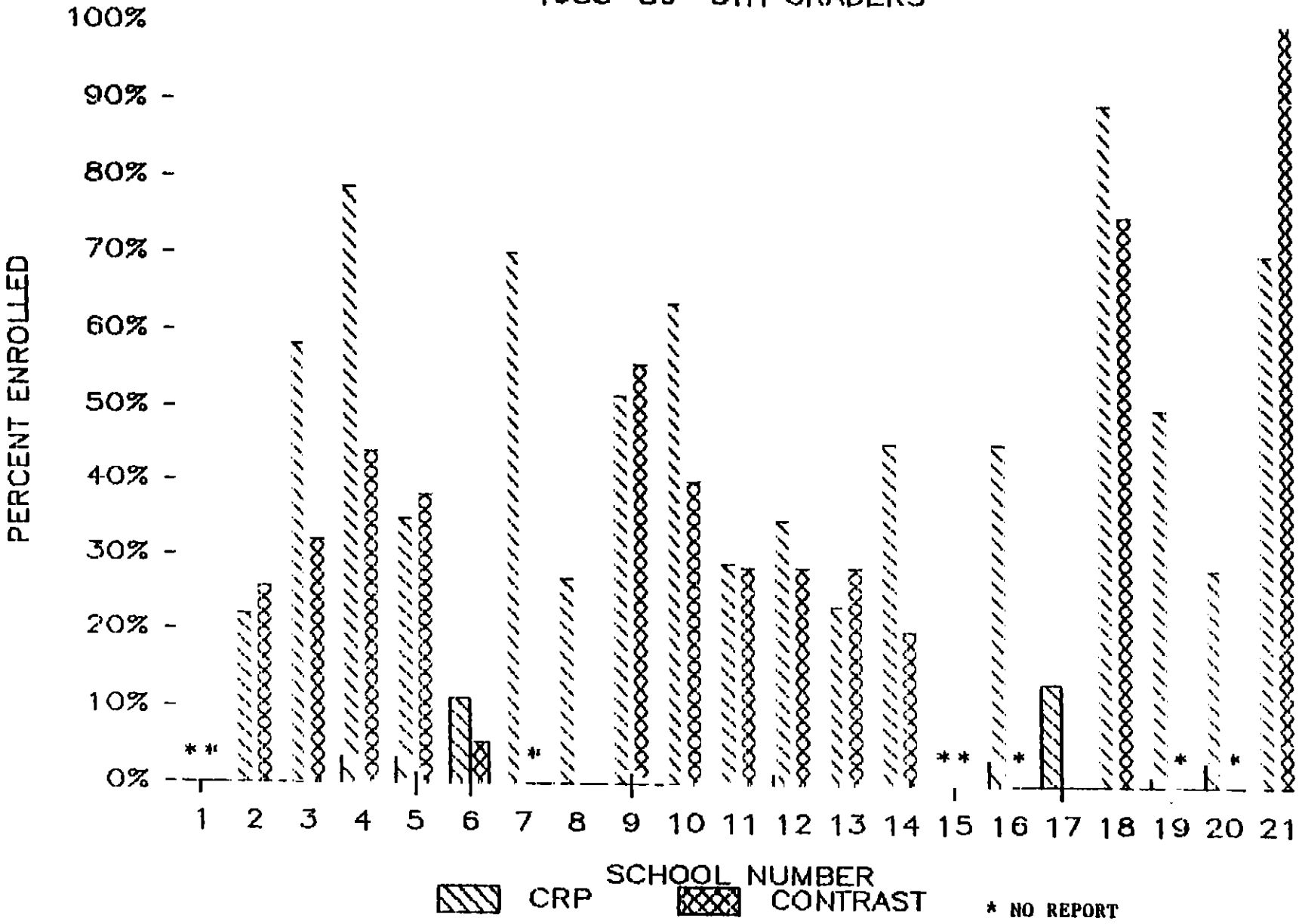
- There are incentive and disencentive programs to encourage students' regular and active participation.
- Motivational materials such as bookcovers, T-shirts, bookstore items are provided.
- Field trips are provided.
- African-American and Latino tutors visit 8th grade classrooms to provide motivational talks about the importance of attending college.

Parental Component

- There is frequent and extensive communication with parents (i.e., telephone calls, progress reports, printed information).
- Parents are involved in various field trip activities of the CRP and Saturday college.
- Information is sent to parents in English and Spanish.
- Bilingual workshops are held at the parent meetings.
- Family math demonstrations are given.
- Progress reports are completed and given to parents for discussion at parent nights on an individual basis.
- Points are given students whose parents attend meetings.
- Demonstrations by students are presented during parent information nights.
- Campus tours are provided for parents.

ALGEBRA/GEOMETRY ENROLLMENT

1988–89 8TH GRADERS



ENGLISH ENROLLMENT
1988–89 8TH GRADERS
PERCENT ENROLLED
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
SCHOOL NUMBER
CRP
CONTRAST
* NO REPORT

Appendix G Early Academic Outreach Program (EAOP)

EARLY ACADEMIC OUTREACH PROGRAM
UNIVERSITY OF CALIFORNIA
1988-89

INTRODUCTION

The University of California's Early Academic Outreach Program (EAOP) guides young people toward participation and success in postsecondary education and makes available academic resources that substantially improve their chances of achieving that goal. The participants are students whose economic and social circumstances make such achievement, without the benefit of the program, unlikely.

One of the most important indicators of the program's success is the high rate at which participants graduating from high school achieve eligibility for the University of California--39%. According to the most recent California Postsecondary Education Commission Study, about 5% of underrepresented minority students achieve eligibility, while 14.1% of the population overall achieves eligibility. Students in the Early Academic Outreach Program, who are principally from underrepresented groups, also enroll in postsecondary education at a rate more than six times that of their fellow underrepresented students not in the program.

In the last fifteen years, the program's design has been refined in a variety of ways that have markedly strengthened its capacity to motivate and assist students. In many instances, it has also established itself as an integral part of the fabric of the schools in which it operates, such that, its benefits extend far beyond the discrete group of students participating.

PROGRAM HISTORY

The University of California's undergraduate Student Affirmative Action programs represent the University's commitment to assist in the motivation, academic preparation, enrollment, retention, and graduation of students from historically underrepresented groups. Currently, these groups are African Americans, American Indians, Chicanos, and Latinos.

In 1975, the University completed a study of educational opportunities for underrepresented students. It identified barriers to postsecondary education,

suggested methods of increasing access, and recommended steps to support academic success among these students. The report showed that the primary barrier to access and retention was a low level of academic preparation, which resulted in low rates of eligibility for University admission.

With these findings as background, the University requested and received State funds to initiate a series of student affirmative action programs The Early Outreach Program began in the spring of 1976, focusing on junior high school students. In 1978, the University initiated the second component of the Early Outreach Program which provided for the continuation of developmental activities through high school. These efforts have since been combined and called the Early Academic Outreach Program.

PROGRAM GOALS

The primary goal of the Early Academic Outreach Program is to increase significantly the number of historically underrepresented students who are eligible for the University of California or the California State University. The program accomplishes its goal by identifying potential applicants at the junior high school level and assisting in their preparation for postsecondary education through motivational and informational, as well as academic support, activities.

SELECTION OF PROGRAM PARTICIPANTS

The Early Academic Outreach Program serves students who are enrolled in grades seven through twelve. Generally, participants are accepted into the program while in junior high school, although some are admitted later if circumstances warrant. Minimum criteria for student selection include the following:

- A desire to participate in the Early Academic Outreach Program,
- Enrollment in the seventh or eighth grade;
- Member of a historically underrepresented group or low-income family;
- Potential to benefit from the services offered and to achieve eligibility for the University or other four-year institution upon graduation from high school, the attainment of which is judged unlikely without program support; and

- o Willingness to take the sequence of courses specified for eligibility to the University.

SERVICES PROVIDED

Service Categories. Activities of the Early Academic Outreach Program at each of the University's eight undergraduate campuses differ somewhat according to local circumstances, such as needs of the schools, availability of resources, and distance of the school from the campus or satellite office. The campus programs share many practices, however, and these can be grouped into five categories.

1. Identification -- Services that help identify students with the motivation and potential for postsecondary education.

2. Information Dissemination -- Services that provide information regarding admission requirements, academic counseling, financial assistance, housing, filing deadlines, and other procedures related to enrollment in postsecondary institutions.

3. Motivation -- Services that generate interest and enthusiasm about postsecondary education, such as campus tours, field trips, summer or weekend programs, parent meetings, and faculty/student meetings.

4. Academic Development -- Services that raise the educational aspirations and improve the academic preparation of students by assisting in their completion of A-F courses and strengthening their academic skills. These services include tutoring in mathematics and reading and developing skills in problem solving, critical thinking, report writing, test-taking, and note taking

5. Administrative/Programmatic Linking -- Activities linking program staff and management with school staff and management. These activities strengthen the overall program structure at each site; they establish clear, shared goals; they promote collaboration, mutual trust and respect, shared responsibility and accountability, and open communication among those involved. In addition, some programs serve as brokers to assist schools in taking advantage of other postsecondary resources, such as interaction with University faculty and involvement in courses.

Sequence of Services. The services provided by the Early Academic Outreach

Program vary by the grade level of the participants, with each year's activities building upon the work done earlier. In the seventh and eighth grades, staff begin identification of potential participants and focus on developing aspirations for postsecondary education.

At each successive level of secondary school enrollment, the program focuses increasingly on academic skill building among participants. Tutorial services provide help in mastering course subject matter, while summer residential programs provide participants an opportunity to experience a University environment and foster a culture of academic excellence. In the twelfth grade, participants receive assistance with the application, enrollment, and financial aid processes. In addition, participants may receive a formal evaluation of their high school transcript to determine admissibility to any University of California campus, and individual counseling sessions with University admissions representatives.

SELECTION OF TARGETED SCHOOLS

Geographic Distribution. Each of the eight undergraduate campuses administers an Early Academic Outreach Program which serves students in selected schools within its geographic service area. To reach those areas of the state distant from University of California campuses, two satellite offices have been established, one in Fresno directed by the Santa Cruz campus and the other in the Imperial Valley directed by the San Diego campus.

Characteristics of Schools Served. The schools selected for the Early Academic Outreach Program are those with a higher proportion of historically underrepresented ethnic and racial minority and low-income students enrolled than the average proportion statewide. Among California's public high school students in 1989, 37.5% were from historically underrepresented groups, and among California's public junior high school students 41.0% were from historically underrepresented groups. However, these students comprise 52.3% of the student population in the public junior and senior high schools which have formed partnerships with the Early Academic Outreach Program.

PROGRAM RESULTS

Schools and Students Served. In 1988-89, the Early Academic Outreach Program served a total of 55,714 students in 608 schools. This represents a 20% increase (9,308 students) over 1987-88. The current total includes 18,458 students served

in 268 junior high schools, and 37,256 students served in 340 high schools. In its activities, the program is focused on individual contact with students. This, and resource constraints, limit the number of students who can be reached in each school to a relatively small percentage of total enrollment. Total enrollment of the schools served is 767,583 students, of whom the program serves 7.3%.

Display 1 shows the number of schools and students served by the Early Academic Outreach Program in 1988-89.

DISPLAY 1

Number of Schools and Students Participating in the Early Academic Outreach Program 1988-89

	Junior High Schools	High Schools	TOTAL
Number of Schools	268	340	608
Students Served			
African American	2,590	7,081	9,671
American Indian	567	992	1,559
Chicano	7,845	16,527	24,372
Latino	1,425	4,011	5,436
SAA Subtotal	12,427	28,611	41,038
Asian	1,386	2,426	3,812
Filipino	889	1,787	2,676
White	3,396	3,735	7,131
Other	360	697	1,057
TOTAL	**18,098**	**36,559**	**54,657**

Source UC Office of the President Admissions and Outreach Services July 1990

Number of Graduates. The class of 1989 produced the largest number of Early Academic Outreach Program graduates (4,353 students) to enroll in postsecondary education since the program began. There were 2,965 students who enrolled in

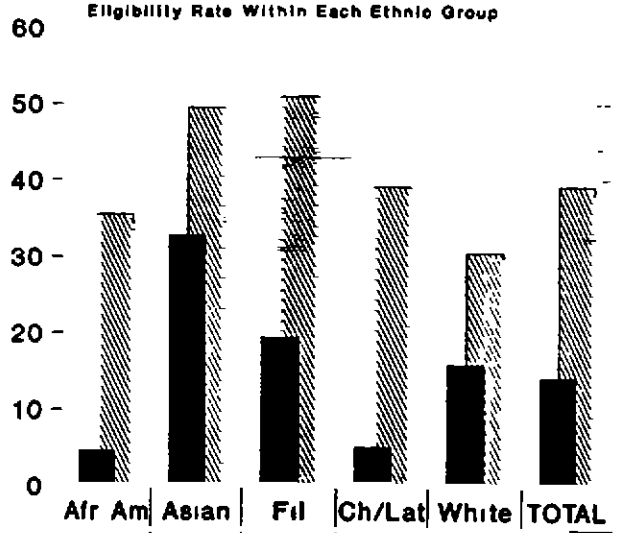
four-year institutions, up by 323 (12.2%) over 1988. Further, the number to enroll at a University of California campus (1,281) was up by 94 students, an increase of 7.9%.

Eligibility for University Admission. The Early Academic Outreach Program has been extremely successful in assisting participants in achieving eligibility for admission to the University The California Postsecondary Education Commission (CPEC) has found 14 1% of all 1986 public high school graduates to be eligible for admission to the University of California. The same study found 4.5% of African Americans and 5.0% of Chicanos/Latinos to be eligible. By contrast, in 1989, 39.2% of Early Academic Outreach graduates were eligible for the University. The 1989 eligibility rate for African American participants was 35.5% and for Chicanos/Latinos was 39.1%. Within every ethnic/racial category, Early Academic Outreach Program graduates surpass their respective statewide eligibility rates (Display 2). These outcomes are consistent with the results from prior years (Display 3), and show a steady pattern of success for the program in this area.

Display 2

UC Eligibility Rates for 1986 High School Graduates
and 1989 University of California Early
Academic Outreach Program Graduates

UC ELIGIBILITY RATES FOR 1986 HIGH SCHOOL GRADUATES AND 1989 UNIVERSITY OF CALIFORNIA EARLY OUTREACH GRADUATES



	Afr Am	Asian	Fil	Ch/Lat	White	TOTAL
1986 Pub HS Grads %	4.5	32.8	19.4	5	15.8	14.1
1989 UC EAOP Grads %	35.5	49 5	50.9	39.1	30.5	39.2
1989 UC EAOP Grads #	478	1242	191	197	89	2197

Source. UC Office of the President, Admissions and Outreach Services, June 1990
The number of graduates includes only eligible students

Display 3

UC Eligibility Rates for 1986 High School Graduates and UC Early Academic Outreach Program Graduates, 1986-89

	California Public High School Graduates: 1986	Early Academic Outreach Program Graduates				
		1986	1987	1988	1989	1989
		<——— Percents ———>				Number
African American	4.5	24.1	30 2	41.2	35.5	478
Asian	32 8	56.3	56.9	53.9	49 5	197
Chicano/Latino	5.0	25.1	32.0	38.6	39 1	1,242
Filipino	19 4	40.4	41.6	51.4	50 9	191
White	15 8	30 9	34 0	26 3	30.5	89
Total	**14.1**	**27.7**	**34.0**	**40.8**	**39.2**	**2,197**

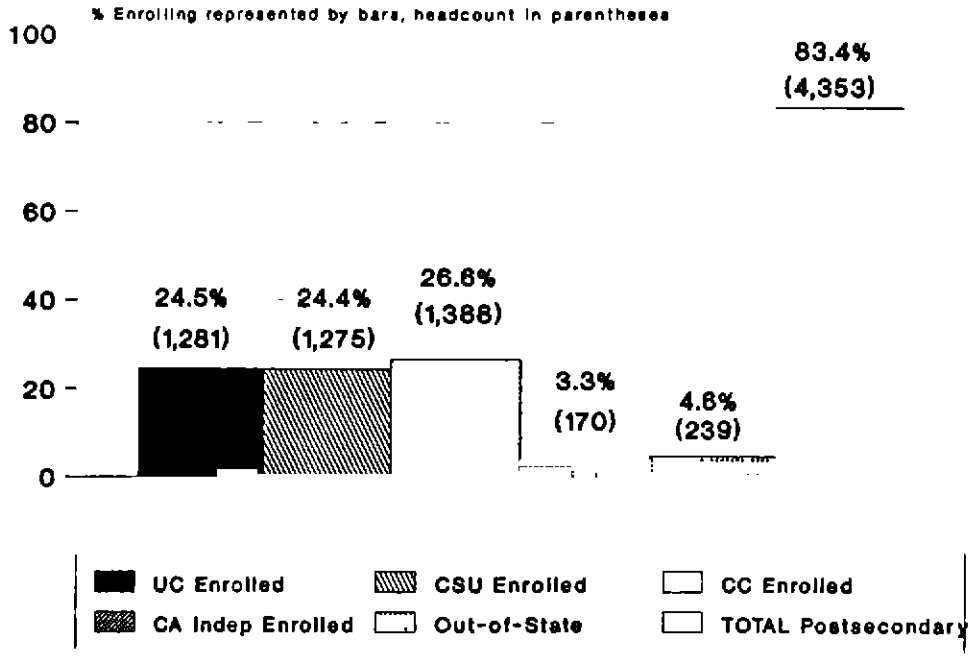
Source UC Office of the President, Admissions and Outreach Services July 1990
1986 CPEC Eligibility Study

College-Going Rates of Participants. In 1989, 83.4% of Early Academic Outreach Program graduates enrolled in some postsecondary institution. Almost 57% of these graduates enrolled in the University of California, California State University, or other four-year institutions (Display 4). Among underrepresented minority groups, 75.1% of African American participants and 81.9% of Chicano/Latino participants enrolled in a public college or university in California. By contrast, the most recent CPEC data on students statewide show that in 1988, only 13% of African American public high school graduates and 10% of Chicanos/Latinos enrolled in the University of California or the California State University.

Enrollment at Out-of-State Institutions. Of Chicano/Latino graduates, 1.9% enrolled in institutions outside of California. American Indians had the next highest rate of out-of-state enrollment at 8.1%. African American students had the highest rate, with 12.7% of the graduates attending colleges in other states.

Display 4

College-Going Rates for Early Academic Outreach Program Graduates: Class of 1989



Source UC Office of the President, Admissions and Outreach Services, July 1990

PROGRAM ACTIVITIES

Display 5 presents information on the magnitude and scale of three of the major categories of activities that make up the Early Academic Outreach Program. These three are: 1) identifying students with motivation and potential for postsecondary education; 2) providing information regarding postsecondary admission requirements, financial assistance, academic programs, and other related matters; and,
3) organizing events that generate interest and enthusiasm about postsecondary education, such as campus tours, field trips, and summer and weekend programs. Neither of the two remaining categories of activities easily lend themselves to this type of measure.

Display 5

Count of Service Recipients and Activities 1988-89

Activity	Number of Service Recipients	Number of Events
Identification	26,413	n a
Information Dissemination	160,535	2,302
Motivation	120,530	1,281

Note Since students are seen regularly recipient totals reflect duplicate counts of students

School Change Initiatives The primary focus of the Early Academic Outreach Program is direct contact with individual students. At the same time, the presence of University programs in individual schools has proven to have an overall impact on the school; Early Academic Outreach Program administrators have learned that by taking a systematic approach to developing ties with school personnel, they can greatly enhance the benefits of the program In some instances, operating in an atmosphere of cooperation and collaboration, ties have been developed to bring about fundamental school improvement.

For example, the UC Irvine Project STEP, operating in collaboration with the Santa Ana Unified school district has developed programs for teacher/staff development, curriculum revision, and school renewal. Other outcomes of this collaboration are:

- Services to distribute responsibilities for college advising and outreach services among the participating postsecondary institutions, which include UCI, CSU Fullerton and Rancho Santiago Community College;

- Through The Achievement Council's Project TEAMS, UCI has been able to assist the schools' administration in undertaking the challenge of envisioning and

implementing school improvement plans that help enlarge the pool of underrepresented students eligible for the University of California; and

- o Under the auspices of the Parents In Partnership program, UCI has been able to lay the groundwork for a community-based scholarship foundation.

Other examples of the benefits of this broad based collaborative approach can be found in the Pajaro Valley/UC Santa Cruz joint venture. This project involves Watsonville High School and the four feeder middle schools in the district. All of the schools are predominantly underrepresented minority, mostly Chicano/Latino. With assistance from a California Academic Partnership Program (CAPP) grant, the Early Academic Outreach Program services to students in these schools have been greatly enhanced. The project has been co-directed by the district's Director of Curriculum Development and the University's Director of Student Affirmative Action, and has been coordinated by a steering committee of equal representation from the University and the school district. Called Gateways Through Academic Partnerships, the project has brought university and district staff together to develop curriculum, provide better counseling services, and establish a variety of academic support programs aimed at increasing the college-going rates of the primarily minority students in the district.

CONCLUSION

In planning the future of the Early Academic Outreach Program, the University intends to build on the success of the program and continue an increasingly strong emphasis on academic skill building to promote high academic achievement among participants. Also, ties with school personnel, in the form of cooperative reviews of curriculum and joint planning efforts at local sites, will receive increased emphasis.

APPENDIX

The text which follows is submitted to update Displays 2 through 6 in the final CPEC report, Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs.

Display 2

Major Characteristics of the Early Academic Outreach Program

Program Impetus

To significantly increase the low rates at which American Indian, African American and Chicano/Latino students are eligible to attend the University.

Program Mission

Assist individual students to enroll and complete a college preparatory course of study leading to eligibility for the University of California.

Program Strategies to Fulfill Mission

Strengthens the knowledge about, and motivation and preparation for, postsecondary education through individual and group activities with students, parents and schools.

Program Structure

Program structure is generally the same across University of California campuses.

Duration at a School Site

Continuous.

Potential Length of Time with a Student

Primarily six years (Grades 7 through 12)

Display 3

Operation of the Ten Programs During 1988-89:

Administrative Agency

University of California

Institutional Participants

608 schools
8 UC Campuses

Program Objectives

To increase the pool of students eligible for admission to four-year postsecondary institutions.

Service Components

Participant identification and referral

Information dissemination

Motivation development

Academic skill development

School change initiatives

Resources

State:	$3,508,269
Institutional:	$ 875,258
Other:	NR
Total:	$4,383,527

Display 4

Characteristics of the Secondary Schools Participating in the Programs During 1988-89

Early Academic Outreach Program

Total Number of Schools	**608**
Middle/Junior High	268
Senior High	340
Total School Enrollment	**767,583**
African American	13.7%
American Indian	0.6%
Asian	12.2%
Chicano/Latino	38 0%
White	35.4%
Total 1988-89 Graduating Class	**106,138**
African American	13.0%
American Indian	0.5%
Asian	14.0%
Chicano/Latino	25.6%
White	46.9%
Total 1988-89 Enrollment in College Preparatory "A-F" Courses	**33,707**
African American	9.7%
American Indian	0.5%
Asian	20 6%
Chicano/Latino	17.9%
White	51.3%
Total Enrollment in College Preparatory Mathematics Courses	**39,290**
African American	6.8%
American Indian	0.4%
Asian	31.8%
Chicano/Latino	15 3%
White	45.7%

Socio-Economic Status

Mean of Parental Educational Level (1=Non High School Graduate, 2= High School Graduate, 3 = Some College, 4 = Bachelor's Degree, 5 = Advanced Degree) 2.70

Percent of Students on AFDC 16.8%

Display 5

Characteristics of the Students in the Ten Programs in 1988-1989:

Criteria for Student Selection

Students in junior high school who have the potential to benefit from services to achieve eligibility and who are willing to take prescribed sequence of courses

Definition of "Served" Student

Students who have individual contact with the program at least 3 times per year.

Number of Students 55,714

Grade Level

Seventh	
Eighth	33.2% (JHS)
Ninth	
Tenth	66.8% (HS)
Eleventh	
Twelfth	

Racial-Ethnic Background

African American	17.4%
American Indian	2.8%
Asian	11.6%
Chicano/Latino	53.5%
White	12.8%
Other	1.9%

Gender	
Female	N/R
Male	N/R

Mean Income (Based on participant zip codes)$33,929.43

Display 6

Progress of Six Intersegmental Student Preparation Programs in Meeting Their Objectives

Program Objective

To increase the pool of students eligible for admission to four-year postsecondary institutions, as measured by the eligibility rate of program participants to attend the University of California or the California State University.

Evidence of Effectiveness

University of California
Eligibility Rates for 1989 EAOP
and 1986 High School Graduates
Statewide by Racial-Ethnic Category

	1989 Graduates Participating in EAOP	1986 Graduates Statewide
Af Amer	35.5	4.5
Asian	49.5	32.8
Chic/Lat	39.1	5.0
Filipino	50.9	19.4
White	30.5	15.8
Total	39.2	14.1

Number of 1989 High School Graduates and
1989 EAOP Graduates by Racial-Ethnic Category

	1989 Graduates Participating in EAOP	1989 Graduates Statewide
Af Amer	1,217	19,444
Amer Ind	86	1,872
Asian	332	21,622
Chic/Lat	2,791	49,040
Filipino	590	5,957
White	206	150,376
Total	5,222	248,311

Note: EAOP Graduates reported reflects all graduates for whom postsecondary enrollment is known, including the 16.6% graduates who did not enroll.

Appendix H

Mathematics, Engineering, Science Achievement (MESA)

MESA Student Survey

Introduction

The MESA program served 7,782 students during the 1989-90 academic year, a 30% increase over the prior academic year The eighteen MESA pre-college centers each served from a range of 100 students to over 1,300 students and they offered the student participants a variety of program services comprising of MESA periods, saturday academies, summer enrichment programs, parent events, math and science workshops, college advisement, field trips to industry and colleges or universities, etc Each MESA center tailored its pre-college program to meet the needs of the school districts it served but it is similar to other MESA centers throughout the state of California

The objective of the MESA Student Survey was to measure the relationship between MESA "program components" and "student achievement" The survey queried the student how frequently he or she attended the various MESA activities offered by his or her MESA center and then asked the degree of helpfulness that activity helped him or her in succeeding in school It was then possible to determine the strength of the correlation coefficients between frequency and helpfulness for each MESA activity

This MESA Student Survey consisted of three parts The first part asked the students how frequently they attended a MESA activity such as MESA meetings, field trips, MESA Day and the like, the second part asked them how helpful were those activities in helping them succeed in school, and, the third part of the survey asked the students how their grades in math, science and English have improved, if their interests in such subjects have increased and if their interests in academics have increased after joining the MESA program A sample of the survey is included at the end of this report

The Collection of the Survey Information

The population of the survey was the MESA Statewide enrollment database as of February 1990 That point was the middle of the data collection cycle and there were approximately 6,000 records in the database A 10% simple random sample, without replacement, was selected from the population The sample was not picked to resemble the population with respect to some key characteristics There was no quota to fill and therefore any unintentional bias was removed For example, a sample of convenience, say of students who attended MESA Day or Saturday Academy, would produce a very strong unintentional bias and the results would not be representative of the entire MESA enrollment population The selection for the MESA survey sample was without any selection bias and was not a sample of convenience The sample population achieved from this simple random sampling was used to draw inferences about MESA participants.

After the 10% simple random sampling, without replacement, was performed on the enrollment database to determine the participants of the MESA student survey, the survey questionnaires were sent to the MESA Program Directors for information collection Approximately 60% of the survey questionnaires were returned with completed information The remaining 40% of the survey questionnaires were of students who either had dropped from the MESA program because of transfers to a non-MESA school or spring graduation, or were first-year MESA participants and had only been in the program for one semester and did not experience enough of the program to give a meaningful and objective response to the survey questionnaire. More than 5% of the MESA student enrollment database, as of February 1990, were of sufficient quality for statistical analysis

Survey Results Summary

The students who participated in the MESA program increased their interest in getting good grades, interest in continuing their education and knowledge of college choices and college requirements Their interest in doing their homework was increased, presumably so that they could get good grades, continue their education and pursue college

Academic assistance, college advisement, MESA meetings, career presentations and field trips were very well attended and at least 90% of the participants found them helpful. At least half of MESA students did not participate in leadership events, MESA periods/classes, MESA summer programs, MESA science and math workshops, junior-senior MESA exchanges, PSAT/SAT workshops and parent events. At least three-quarters of MESA students did not participate in a summer job provided by MESA The number of summer jobs is small for pre-college MESA students and are restricted to high school juniors and seniors

More than 90% of MESA students attended a MESA meeting at least once. At least 75% attended career presentations and field trips, and at least half attended college advisement, school course counseling, academic assistance such as tutoring and study groups, recognition awards, MESA Days and other science competitions at least once Certain events such as PSAT/SAT workshops, summer programs and summer jobs are attended by high school juniors and seniors and thus, only a very small portion of MESA participants experience these activities The survey population consists of all grade levels served by MESA and a high proportion of them have not experienced those activities to offer their perception of "helpfulness " However, 52% of those who have attended a summer program found it "very helpful" and 81% found it "helpful" i e. either "very helpful" or "somewhat helpful " Forty-two percent of the respondents who have attended a PSAT/SAT workshop perceived it as "very helpful" and 74% perceived it as "helpful " Forty-two percent of MESA students who have worked a summer job found it "very helpful" and 73% found it "helpful " MESA activities that are open to all grade levels such as MESA meetings, career presentations, field trips, academic assistance and MESA Days are perceived to be "helpful" by at least 88% of the survey respondents who participated in those activities.

Some activities (career presentations, field trips, school course counseling, MESA periods/classes, math workshops, summer programs, PSAT/SAT workshops and summer jobs) that appear in the top half of the ranking by "helpfulness" (Table I) appear in the bottom half or the ranking by correlation coefficients (Table II) and vice-versa. These activities occur either once or several times each year and the responses in the survey offered range from "never" to "at least once a week." The

correlations between frequency and helpfulness are not very strong because the survey respondents used the entire range of option answers although only two of those option answers are applicable

The survey also attempted to measure the students' perception of the impact of the MESA program on their school, college and career interests. Table III shows the different criteria asked in the survey and the percentages of responses to each criteria More than half of the respondents acknowledged that after joining MESA, their understanding of why math is important, concern about their career choices, interest in doing homework, interest in taking advanced math, interest in taking advanced science and understanding of why science is important increased or improved More than three-quarters of the respondents agreed that the MESA program increased their interest in getting good grades, interest in continuing their education and knowledge of college choices and requirements Between one-third and one-half of the respondents perceived that their grades in math, English and science improved or increased

The MESA program had increased the students' interest in taking advanced math and advanced science, yet slightly less than half of the students perceived that their grades in math and science stayed the same. There are several reasons as to their math and science grades remaining the same MESA encourages its students to take advanced math and science classes and while doing so their grades have remained the same. Although their apparent grades remain the same, there is actually a real improvement in grades when taking classes that are more difficult and challenging Students who participate in MESA express an interest in math and science and a high proportion of them are already performing well in school. There is a ceiling on grade performance but there isn't a ceiling in interests The students' interest may increase much further than his grades may Finally, the long-term effect of the program on grades requires a longer time before a pronounced effect can be observed – only after the student has stayed with the program for several years.

Modifications to Future Surveys

The design of the survey questions, the method to define the survey sample size and the collection of the information on the survey forms were determined by a committee The committee planned each step of the survey life cycle carefully and did an excellent job in anticipating the problems faced by such a project However, one minor change can be made to the survey to increase the validity of the responses

The first part of the survey where the students are asked the frequency of their participation in various activities, the choices should reflect the actual frequency of the activities offered by MESA Activities such as summer jobs, MESA Days and field trips are not offered more than several times a year and the responses offered should not include "more than once a week" or "about once a week " Using realistic frequencies for the activities would improve the accuracies of correlations with helpfulness of activities and improvement in grades and interests in grades, courses and knowledge of college choices and requirements

A minor change to the selection process for the survey will provide a higher rate of return of the survey forms This can be achieved by excluding the students who are in the MESA program for the first year Such students would only have experienced about a semester of MESA activities and would not be able to respond

to the survey questions In the next survey, the computer program will be modified to include only students who have participated in the program for at least one year With these two minor changes to the survey for next year, the survey will be more robust in producing the information necessary to fine-tune MESA to a more resource-efficient program.

Appendix

Detailed Narrative of the Survey Results

The following lists MESA activities in order of their degree of helpfulness, i e the survey response of either "very helpful" or "somewhat helpful" of those students who participated in those activities Each activity listed includes a brief description, based on the survey results, of the helpfulness of the activity in succeeding in school with respect to the frequency of attending the activity Table I lists the students' perception of the activities as "very helpful" and "somewhat helpful" which can be summed as "helpful " The parenthesis after the activity name contains the correlation coefficient, r, of the frequency of attendance and helpfulness to succeed in school The complete list of correlation coefficients, averages and standard deviations for the activities is in Table II

Academic Assistance (r = 0.66)

Ninety-three percent of the survey respondents who attended academic assistance sessions found them either "very helpful" or "somewhat helpful" and 62% found them "very helpful "

College Advisement (r = 0.58)

Ninety-two percent of the survey respondents who participated in college advisement found them either "very helpful" or "somewhat helpful" and 53% found them "very helpful "

Field Trips (r = 0.47)

Ninety-two percent of the respondents who participated in field trips found them either "very helpful" or "somewhat helpful" and 54% found them "very helpful "

MESA Meetings (r = 0.72)

Ninety-two percent of the survey respondents who participated in MESA meetings found them either "very helpful" or "somewhat helpful" and 46% found them "very helpful" in their success in school. Seventy percent of the students who attended MESA meetings "more than once a week" found them "very helpful" to succeed and 100% of them found the meetings either "very helpful" or "somewhat helpful " Of those respondents who attended MESA meetings "about once a week" or "more than once a week", half found them "very helpful" and 96% found them either "somewhat helpful" or "very helpful "

Career Presentations (r = 0.44)

Ninety-one percent of the survey respondents who attended career presentations found them either "very helpful" or "somewhat helpful" and 43% found them "very helpful "

MESA Day / Pre-MESA Day (r = 0.52)

Eighty-nine percent of the survey respondents who participated in MESA Day/ Pre-MESA Day found them either "very helpful" or "somewhat helpful" and 32% found them "very helpful "

School Course Counseling (r = 0.55)

Eighty-eight percent of the survey respondents who attended school course counseling found those sessions either "very helpful" or "somewhat helpful" and 44% found them "very helpful."

MESA Period/Class (r = 0.90)

Eighty-six percent of the survey respondents who attended MESA Period/Class found them either "very helpful" or "somewhat helpful" and 49% found them "very helpful." Seventy-two percent of the students who attended MESA Period/Class "more than once a week" found them "very helpful" to succeed and 91% of them found the meetings "very helpful" or "somewhat helpful." Of those who attended MESA Period/Class about "once a week" or "more than once a week", 56% found them "very helpful" and 88% found them either "somewhat helpful" or "very helpful." This clearly implies that the more frequently a student attended MESA periods or classes, the more successful it is in helping that student succeed in school

MESA Math Workshop (r = 0.71)

Eighty-two percent of the survey respondents who participated in math workshops found them either "very helpful" or "somewhat helpful" and 48% found them "very helpful."

MESA Summer Program (r = 0.87)

Eighty-one percent of the survey respondents who attended MESA summer programs found them either "very helpful" or "somewhat helpful" and 52% found them "very helpful."

Leadership Events / Activities (r = 0.57)

Eighty-one percent of the survey respondents who participated in leadership events found them either "very helpful" or "somewhat helpful" and 38% found them "very helpful."

Junior-Senior MESA Exchanges (r = 0.65)

Eighty percent of the survey respondents who participated in Junior-Senior MESA exchanges found them either "very helpful" or "somewhat helpful" and 23% found them "very helpful."

Other Science Competitions or Projects (r = 0.47)

Eighty percent of the survey respondents who attended other science competitions found them either "very helpful" or "somewhat helpful" and 35% found them "very helpful."

Recognition Awards (r = 0.54)

Seventy-nine percent of the survey respondents who attended recognition awards found them either "very helpful" or "somewhat helpful" and 32% found them "very helpful."

MESA Science Workshop (r = 0.68)

Seventy-nine percent of the survey respondents who participated in science workshops found them either "very helpful" or "somewhat helpful" and 39% found them "very helpful "

PSAT/SAT Workshops, Preparations (r = 0.58)

Seventy-four percent of the survey respondents who attended PSAT/SAT workshops found them either "very helpful" or "somewhat helpful" and 42% found them "very helpful "

Summer Job (r = 0.94)

Seventy-three percent of the survey respondents who worked in summer jobs provided by MESA found them either "very helpful" or "somewhat helpful" and 42% found them "very helpful "

Parent Events (r = 0.40)

Sixty-six percent of the survey respondents who attended parent events found them either "very helpful" or "somewhat helpful" and 26% found them "very helpful "

Table I

Perception of Students who Attended the Following MESA Student Activities, ranked by the perception that the activity was helpful, i.e. either "very helpful" or "somewhat helpful."

Activity	Helpful (sum of "Very Helpful" and "Somewhat Helpful")
1) Academic Assistance	93 0%
2) College Advisement	92 2%
3) Field Trips	91 6%
4) MESA Meetings	91.5%
5) Career Presentations	90 6%
6) MESA Day	88.9%
7) Course Counseling	87.9%
8) MESA Period/Class	85 5%
9) Math Workshop	81 8%
10) MESA Summer Program	80 8%
11) Leadership Events	80 5%
12) Jr-Sr MESA Exchange	80 2%
13) Other Science Competition	79 7%
14) Recognition Awards	78 9%
15) Science Workshop	78.9%
16) PSAT/SAT Workshop	74 1%
17) Summer Job	72.8%
18) Parent Events	65 8%

Table II

Correlation Between the Frequency of MESA Activities Attended and their Helpfulness to Succeed in School, ranked by correlation coefficients (non-participants not included).

Activity	Correlation, r	Frequency* Average	SD	Help to Succeed in School** Average	SD
1) Summer Job	0.94	2 74	1 79	4 34	0 82
2) MESA Period/Class	0 90	3 92	1 26	4 38	0 66
3) MESA Summer Program	0 87	2 67	1 61	4 41	0 79
4) MESA Meetings	0 72	3 62	1 04	4 37	0 66
5) Math Workshop	0.71	2 32	1 33	4 39	0 75
6) Science Workshop	0 68	2 25	1 25	4 28	0.73
7) Academic Assistance	0 66	3 35	1 44	4 59	0 63
8) Jr-Sr MESA Exchange	0 65	1 80	1 02	4 04	0 70
9) PSAT/SAT Workshop	0 58	1 75	1 15	4.31	0 79
10) College Advisement	0 58	2 43	1 20	4 52	0 62
11) Leadership Events	0 57	2.31	1 27	4 26	0 75
12) Course Counseling	0 55	2 41	1 32	4 36	0 66
13) Recognition Awards	0 54	2 18	1 30	4 35	0 81
14) MESA Day	0 52	1 96	1 13	4 41	0 68
15) Other Science Competition	0 47	1 88	1 04	4 13	0 84
16) Field Trips	0 47	1.68	0 80	4 48	0 65
17) Career Presentations	0 44	2 14	1 06	4 34	0 68
18) Parent Events	0 40	1 64	1.06	4.00	0 84

* Key 5-More than once a week
4-About once a week
3-About every two weeks
2-About once a month
1-Less than once a month

**Key· 5-Very Helpful
4-Somewhat Helpful
3-Not Sure
2-Not Helpful
1-Harmful

Table III

Percentages of Students' Perception Whether or Not MESA Has Made a Difference to Them, Ranked by Perceived Improvement

After Joining MESA.

	Improved/ Increased	Stayed the same	Decreased/ Got Worse	Not Sure
Interest in Getting Good Grades	75 7%	22 2%	0 3%	1 8%
Interest in Continuing Education	75.7%	20 4%	0.6%	3 3%
Knowledge of College Choices/Requirements	76 1%	18 1%	0 0%	5 7%
Concern about Career Choice	73.6%	17 4%	0 6%	8 4%
Understanding of Why Math is Important	65 6%	30 5%	0 6%	3 3%
Interest in Doing Homework	52.3%	43 2%	0 9%	3.6%
Interest in Advanced Math	56 5%	33 0%	0.9%	9.6%
Understanding of Why Science is Important	54 5%	35 6%	0.6%	9.3%
Grades in Math	43 8%	46 5%	2 1%	7 5%
Interest in Advanced Science	56 5%	33 0%	0 9%	9 6%
Grades in English	35 4%	55 0%	4 5%	0 9%
Grades in Science	37.2%	48 6%	0 6%	12 7%

Appendix I

LOS ANGELES SOUTHWEST COLLEGE
1600 West Imperial Highway, Los Angeles, California 90047 (213) 777-2225 Los Angeles Community College District

July 18, 1990

To: Penny Edgart FAX (916)327-4417
CPEC

From: Toni Forsyth Toni Forsyth/lgv
Project Director, Middle College High School
Los Angeles Southwest College

Subject: LASC/MCHS Feeder Schools

The following junior high schools are feeder schools for LASC/MCHS:

Henry Clay	Horace Mann
Bethune	Wm. Perry
John Muir	Foshay

The following senior high schools have provided a limited number of students:

Jordan

Fremont

Washington

If you have additional questions, you may call the MCHS Office directly at (213) 755-6431.

Thank you.

TF:lgv

Intersegmental Student Preparation Program
Middle College High School
(L.A. Southwest & Contra Costa Colleges)

Display 4

Administrative Agency, Institutional Participants, Program Objectives	remains the same	
Service Components	Classroom instruction Counseling Tutoring Career internship Selection of students Family unit Staff development	
Resources:		
State	$370,000	

Display 5

Criteria for Student Selection & Definition of Students Served	remains the same	
Grade Level		
Ninth	57	50%
Tenth	56	50%
Racial-Ethnic Background		
American Indian	0	
Asian	0	
Black	70	62%
Caucasian	25	22%
Hispanic	18	16%
Other	0	
Gender		
Female	64	57%
Male	49	43%
Mean Household Income	$30,638	

Display 6

Because the program is in its first year, we will not be submitting evidence of effectiveness for this display yet.

#13-B Interseg
7-10-90

FAX Letter

July 10, 1990

To: Penny Edgert
CPSEC
FAX # 916-327-4417

This information is for Inter-Segmental Student Preparation Programs Report per Julie Slark's request.

From: Angie Gallegos
Middle College High School
Phone # (415) 235 7800, ext. 411

MIDDLE COLLEGE HIGH SCHOOL

2600 MISSION BELL DRIVE, SAN PABLO, CALIFORNIA 94806 (415) 235-7800

Dr. D. Candy Rose, President C.C.C.
Dr. Walter L. Marks, Superintendent R.U.S.D.

Laura A. Johnson, Director

June 13, 1990

Julie Slark
Rancho Santiago College
Santa Ana Campus
Research, Planning & Resource Develop.
17th at Bristol
Santa Ana, CA 92706

Dear Ms. Slark:

The following is a list of the junior high schools which our students are drawn from:

Adams Middle School
Crespi Jr. High
Helms Jr. High
Pinole Jr. High
Portola Jr. High

If you need any further information please give me a call at 235-7800, extension 410 or 411.

Sincerely,

Laura A. Johnson

LJ/ag

cc: Rosa De Anda

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 15 members Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly The other six represent the major segments of postsecondary education in California

As of March 1991, the Commissioners representing the general public are

Mim Andelson, Los Angeles,
C Thomas Dean, Long Beach,
Henry Der, San Francisco, *Vice Chair*,
Rosalind K Goddard, Los Angeles,
Helen Z Hansen, Long Beach,
Mari-Luci Jaramillo, Emeryville,
Lowell J Paige, El Macero, *Chair*,
Dale F Shimasaki, Sacramento
Stephen P Teale, M D , Modesto

Representatives of the segments are

Joseph D Carrabino, Orange, appointed by the California State Board of Education,

James B Jamieson, San Luis Obispo, appointed by the Governor from nominees proposed by California's independent colleges and universities

Meredith J Khachigian, San Clemente, appointed by the Regents of the University of California,

John F Parkhurst, Folsom, appointed by the Board of Governors of the California Community Colleges;

Theodore J Saenger, San Francisco, appointed by the Trustees of the California State University, and

Harry Wugalter, Thousand Oaks, appointed by the Council for Private Postsecondary and Vocational Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs "

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California By law, its meetings are open to the public Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B O'Brien, who is appointed by the Commission

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education Recent reports are listed on the back cover

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985, telephone (916) 445-7933

SECOND PROGRESS REPORT ON THE EFFECTIVENESS OF INTERSEGMENTAL STUDENT PREPARATION PROGRAMS

California Postsecondary Education Commission Report 90-22

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985

Recent reports of the Commission include

90-6 Final Report, Study of Higher Education Space and Utilization Standards/Guidelines in California A Third Report of MGT Consultants, Inc , Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-7 Legislative Priorities of the Commission, 1990 A Report of the California Postsecondary Education Commission (January 1990)

90-8 State Budget Priorities of the Commission, 1990 A Report of the California Postsecondary Education Commission (January 1990)

90-9 Guidelines for Review of Proposed Campuses and Off-Campus Centers A Revision of the Commission's 1982 *Guidelines and Procedures for Review of New Campuses and Off-Campus Centers* (January 1990)

90-10 Faculty Salaries in California's Public Universities, 1990-91 A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No 51 (1965) (March 1990)

90-11 Status Report on Human Corps Activities, 1990 The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987) (March 1990)

90-12 The Dynamics of Postsecondary Expansion in the 1990s Report of the Executive Director, Kenneth B. O'Brien, March 5, 1990 (March 1990)

90-13 Analysis of the 1990-91 Governor's Budget A Staff Report to the California Postsecondary Education Commission (March 1990)

90-14 Comments on the California Community Colleges' 1989 Study of Students with Learning Disabilities A Second Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act (April 1990)

90-15 Services for Students with Disabilities in California Public Higher Education, 1990 The First in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987) (April 1990)

90-16 Standardized Tests Used for Higher Education Admission and Placement in California During 1989. The First in a Series of Biennial Reports Published in Accordance with Senate Bill 1416 (Chapter 446, Statutes of 1989) (April 1990)

90-17 Academic Program Evaluation in California, 1988-89 The Commission's Fourteenth Annual Report on Program Planning, Approval, and Review Activities (June 1990)

90-18 Expanding Information and Outreach Efforts to Increase College Preparation A Report to the Legislature and Governor in Response to Assembly Concurrent Resolution 133 (Chapter 72, Statutes of 1988) (June 1990)

90-19 Toward an Understanding of Campus Climate A Report to the Legislature in Response to Assembly Bill 4071 (Chapter 690, Statutes of 1988) (June 1990)

90-20 Planning for a New Faculty Issues for the Twenty-First Century California's Projected Supply of New Graduate Students in Light of Its Need for New Faculty Members (September 1990)

90-21 Supplemental Report on Academic Salaries, 1989-90 A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No 51 (1965) and Subsequent Postsecondary Salary Legislation (September 1990)

90-22 Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1990)

90-23 Student Profiles, 1990. The First in a Series of Annual Factbooks About Student Participation in California Higher Education (October 1990)

90-24 Fiscal Profiles, 1990 The First in a Series of Factbooks About the Financing of California Higher Education (October 1990)

90-25 Public Testimony Regarding Preliminary Draft Regulations to Implement the Private Postsecondary and Vocational Education Reform Act of 1989 A Report in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (October 1990)